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ABSTRACT

The primary objective of this guide is to provide a value oriented, broad framework, incorporating behavioral objectives prescribed by Alberta's Department of Education, for educators planning a sequential base for Senior high social studies programs. The premises are that a new social studies curriculum is needed in order to give students experience in responsible use of personal freedom and that students (and adults) will exercise freedom according to their values, which are the prime determinants of action. The guide aims at: 1) emphasizing both affective and cognitive objectives using an inquiry and interdisciplinary approach toward understanding social science concepts; 2) elaborating on values, skill, and knowledge components of the curriculum; and, 3) providing a sequential course outline for grades 10, 11, and 12. For grade 10, ten value issues of concern to contemporary Canadian society are listed emphasizing internal and external problems. Courses for grades 11 and 12 are based upon a world problems theme and are divided into two units each. Two thirds of the time allowed for these courses may be structured and approximately one-third may be devoted to the study of current interest and other problems. Core references are given at the end of the course outline for each grade. (Author/SJM)

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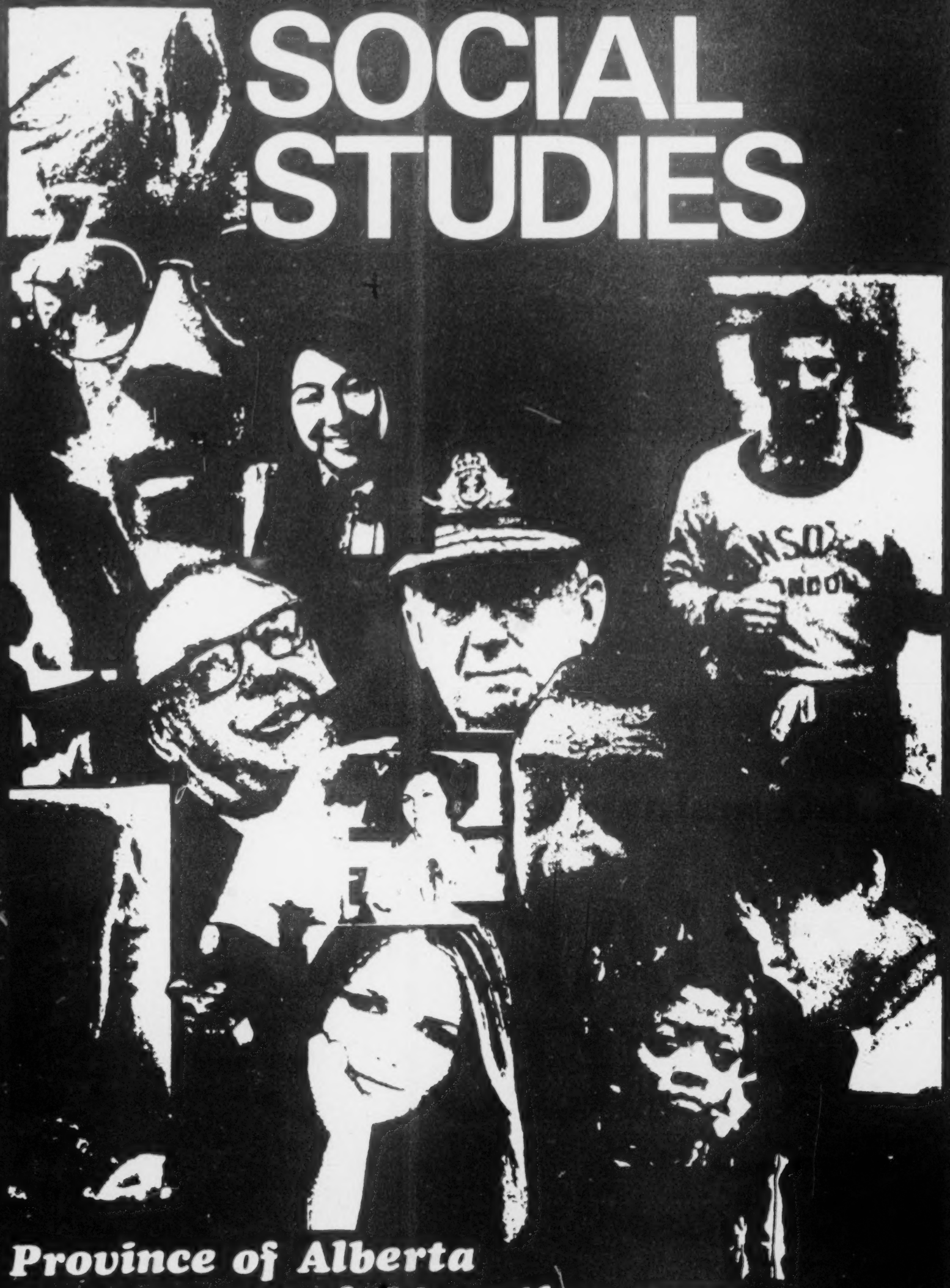
Senior High School Curriculum Guide

SOCIAL STUDIES



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SENIOR HIGH SCHOOL CURRICULUM GUIDE

for

SOCIAL STUDIES

Province of Alberta
Department of Education
May, 1971

A C K N O W L E D G E M E N T

The Department of Education acknowledges with appreciation the contributions of the following Social Studies Committee members to the preparation of this Senior High School Curriculum Guide for Social Studies. The Ad Hoc Committees operated under the guidance of the Secondary School Social Sciences Committee and the Secondary School Curriculum Board. The Department also acknowledges the contributions of the many teachers who conducted pilot classes throughout the experimental stage of development of these courses.

Secondary Social Sciences Curriculum Committee

Dr. S. N. Odynak, Associate Director of Curriculum (Secondary), Department of Education, Edmonton (Chairman)
Miss P. A. Arnold, Killarney Junior High School, Edmonton
A. R. Brown, Head, Social Studies Department, Victoria Composite High School, Edmonton
E. Erickson, Education Consultant, Department of Education, Calgary
Professor H. Klassen, Department of History, Faculty of Arts and Science, University of Calgary, Calgary
N. Kozak, McDougall Junior High School, Edmonton
Sam Morie, Vice-Principal, Castor Public School, Castor
Miss Darlene Puetz, St. Mary's Girls School, Calgary
Dr. H. Skolrood, Faculty of Education, University of Lethbridge, Lethbridge
H. M. Westcott, Supervisor of Social Studies, Yellowhead School Division, Edson
C. D. Ledgerwood, Education Consultant, Department of Education, Edmonton

Grade X Social Studies Ad Hoc Committee

J. R. Wright, Salisbury High School, Sherwood Park (Chairman)
Mrs. M. Adamec, James Fowler High School, Calgary
N. Brown, Wetaskiwin High School, Wetaskiwin
Miss M. Clark, Lethbridge Collegiate Institute, Lethbridge
W. D. Hrychuk, Eastglen Composite High School, Edmonton
K. D. Koch, Western Canada High School, Calgary
Sister Madeline Lafond, Académie Assomption, Edmonton
R. D. Willey, Bonnie Doon Composite High School, Edmonton
C. D. Ledgerwood, Education Consultant, Department of Education, Edmonton

Grade XI Social Studies Ad Hoc Committee

R. Koilpillai, Ross Sheppard Composite High School, Edmonton (Chairman)
T. C. Bergstrom, James Fowler High School, Calgary
Adrian Bussiere, Racette High School, St. Paul
John P. Dyck, Head, Social Studies Department, Ernest Manning High School, Calgary
R. W. Lamb, M. E. LaZerte Composite High School, Edmonton
E. W. Majeski, Hay Lakes High School, Camrose
M. H. Reimer, Forest Lawn High School, Calgary
C. A. Richardson, Kitscoty School, Kitscoty
C. D. Ledgerwood, Education Consultant, Department of Education, Edmonton

Grade XII Social Studies Ad Hoc Committee

A. R. Brown, Head, Social Studies Department, Victoria Composite High School, Edmonton (Chairman)
W. L. Badger, McNally Composite High School, Edmonton
P. Chalifoux, Morinville
D. M. Donald, Western Canada High School, Calgary
E. J. Guertin, St. Thomas More High School, Fairview
J. F. Layton, Innisfail High School, Innisfail
A. G. Rankel, M. E. LaZerte Composite High School, Edmonton
C. D. Ledgerwood, Education Consultant, Department of Education, Edmonton

NOTE:

This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Social Studies 10, 20, and 30. The information contained in the Guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

P R E F A C E

Two questions occur to teachers as they consider the implementation of a new social studies curriculum. First they ask, "Why do we need a new social studies curriculum?" Then they wonder, "What is new about the new social studies?"

Stated most simply, a new social studies curriculum is necessary because some very difficult decisions face today's young people. Affluence and an accompanying reduction of external restraints[1] have placed in the hands of each individual the opportunity and the responsibility of choosing how he will live and what he will live for.

Young people today, more than any other generation of students, have the freedom to determine their personal relationship to the social and physical environment. A new social studies curriculum is needed in order to give students guided experience in the responsible use of personal freedom. The psychological survival of individuals, the cultural survival of societies and the physical survival of mankind will be determined by the manner in which today's students exercise their freedom of choice.[2]

In order to meet the need which prompted its inception, the new social studies seeks to provide actual experience in the making of choices and judgements. Students are invited to deal not only with the "what is" but also with the "what ought to be". A concentrated concern with "what ought to be" gives rise to what is probably the major distinguishing characteristic of the new social studies - its values orientation. The values orientation of the new social studies is premised on the conviction that students (and adults) exercise freedom according to the values that they hold. Values, and related feelings and attitudes, are the prime determiners of actions. Man's relationship to his social and physical environment can be improved; but only when people's behavior is guided by a clear, consistent and defensible system of values.

Thus, the new social studies should be organized around experiences which allow students to clarify their personal values and to understand the values of others. Human values should be the major focus of attention in the new social studies. The valuing process should be the major activity of social studies students.

A second characteristic of the new social studies is flexibility. The curriculum allows for decisions to be made by those who will be affected by them. The objectives and content prescribed by the Department of Education are stated in the very broadest of terms. Within this broad framework, called

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[1]Not everyone would agree that external restraints on individual behavior have been reduced. Some would argue that the diminishing influence of the once cohesive community, church and family is counter-balanced by the restraints imposed by big business, government and the mass media. However, these latter influences are less direct, thus enabling individuals to "do their own thing".

[2]Frank Simon, *Enquiry Skills - What For?* (unpublished).

the master curriculum, teachers and students can practice responsible decision-making by planning together learning experiences which are significant and relevant to their own lives.

The values orientation and flexibility of the new curriculum imply a definite de-emphasis on "covering" knowledge from history, geography and the social sciences. This is not to say that such knowledge is unimportant. Students cannot "value in a vacuum", without knowledge of alternatives and consequences. Nor will "the pooling of mutual ignorance" prove for very long to be significant and relevant.

Knowledge should be "uncovered" not for its own sake but only as it is needed when students are engaging in the valuing process. With this in mind, the new social studies outlines major concepts and generalizations that are easily remembered, enduring, and transferable to a variety of life situations. Similarly, the new curriculum includes opportunities for developing many skills, especially group-process skills and problem-solving skills.

The new social studies offers many challenges to teachers. Chief amongst these challenges is the invitation to help children discover (or re-discover) their feelings. Schooling can no longer be viewed as purely an intellectual experience. Social studies classes must become a forum in which students merge reason with feelings.

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CHAPTER ONE

THE NEW SOCIAL STUDIES PROGRAM

Rationale

Alberta's new social studies curriculum (Grades I-XII) is premised on the assumption that schools must help students in their quest for a clear, consistent and defensible system of values. Schools have long been concerned with the attitudinal development of their students; however, this concern has been more implicit than explicit. Now, as our society becomes more and more pluralistic, schools must assume the explicit responsibility of co-operating with the home, the church, and other social agencies in helping students find how to live and what to live for.

Free choice of values to live by

In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals), the new social studies invites free and open inquiry into the definition and application of individual and social values. Such inquiry will serve the humanistic[1] goals of education by offering students experience in living and not just preparation for living. By actively confronting value issues, students will come to know the ideas and feelings of themselves, their peers, and the adult generation; they will deal not only with the "what is" but also with the "what ought to be" and will have the opportunity to make this world a more desirable place in which to live.

ATTENDING TO AFFECTIVE AND COGNITIVE OBJECTIVES[2]

A. The Valuing Process

Priority on valuing

Consistent with the above rationale, the objectives of the new social studies place high priority on the valuing process. The valuing process involves three basic

---

[1]Humanistic education strives to develop the full human potential of each child. It is not inconsistent with the application of theistic goals.

[2]Please note that the objectives which follow are expressed in behavioral terms. They indicate the processes in which students should engage and, in a general way, identify the substantive content to which students' behavior should relate. In other words, the objectives include both processes and content.

skills.[3] Students in the Alberta social studies should demonstrate that they are:

Acting upon values

Choosing -
1. Identifying all known alternatives
2. Considering all known consequences of each alternative
3. Choosing freely from among alternatives

Prizing -
4. Being happy with the choice
5. Affirming the choice, willingly and in public if necessary

Acting -
6. Acting upon the choice
7. Repeating the action consistently in some pattern of life

Affective and cognitive aspects of valuing

As students engage in the valuing process, the experience will involve both emotional reactions and intellectual understandings. It is essential to distinguish these affective and cognitive capacities and to direct educational effort along both dimensions.[4]

B. Affective Objectives

Affective objectives emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. To choose, prize and act consistently and effectively, students should demonstrate that they are:

- Aware of values, willing to take notice of values, and giving controlled or selected attention to values
- Responding to values with openness, willingness and satisfaction

Internalizing a value complex

- Accepting values, preferring values and committing themselves to values
- Conceptualizing their own values and organizing a value system
- Becoming characterized by a value or value complex.[5]

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[3]L. Raths, et al., *Values and Teaching* (Columbus, Ohio: Charles E. Merrill & Co., 1966).

[4]Michael Scriven, "Student Values as Educational Objectives" (West Lafayette, Ind.: Social Science Education Consortium, 1966), p. 18.

[5]David Krathwohl, et al., *Taxonomy of Educational Objectives: Affective Domain* (New York: David McKay Co., Inc., 1964).

The values referred to above should, at the awareness and response levels, include a wide range of individual and social values. Students eventually should accept, prefer, and commit themselves to certain of these values, while rejecting others. Finally, they should conceptualize their own values, organize a value system, and through their actions, become characterized by a particular value or value complex.

Value issues as content

A powerful means of attaining these affective objectives is to have students confront real problems that involve conflicting values. Such problems may be referred to as value issues. Focusing upon value issues can enable students to clarify their own values and to recognize the value positions of others. Peer relationships, family matters, work, politics, religion, money, recreation, morality, culture, and other problem areas are fertile sources of value issues. The most potent of value issues will require students to examine their own behavior relative to:

- The dignity of man
- Freedom
- Equality
- Justice
- Empathy
- Loyalty
- Other values

C. Cognitive Objectives

Cognitive objectives involve the solving of some intellectual task. The choosing, prizing and acting phases of the valuing process require that each student develop cognitive skills that will enable him to work with others in the solving of social problems. The cognitive skills which are exercised in problem solving are varied and complex. These skills may be summarized as follows.[6]

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[6]Benjamin Bloom, et al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956) and Norris M. Sanders, *Classroom Questions: What Kinds?* (New York: Harper and Row, 1967). Note that skills have been listed in an order more closely resembling the problem-solving process. Bloom's Taxonomy lists skills according to difficulty; the order being recall, comprehension, application, analysis, synthesis, and evaluation.

Students should be able to:

- Recall and recognize data which are pertinent to social problems
- Comprehend pertinent data (This skill includes the ability to translate, interpret and extrapolate from data.)

Cognitive skills summarized

- Analyze pertinent data in order to identify elements, relationships and organizational principles
- Evaluate pertinent data in terms of internal and external criteria
- Synthesize pertinent data in order to create an original communication or propose a plan of action
- Apply pertinent data in the solving of social problems

The "data" referred to in the above objectives might be drawn from everything man knows, believes, and can do - both formally-structured knowledge from the disciplines and informally-structured knowledge from ordinary experience.[7] Such data include:

- Knowledge of specific terminology and facts

Categories of knowledge content

- Knowledge of ways and means of dealing with social problems
- Knowledge of concepts, generalizations, theories and structures.[8]

Knowledge of specific terminology and facts should serve as a basis for dealing with social problems and understanding concepts, generalizations, theories and structures.

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[7]Mauritz Johnson, *The Translation of Curriculum into Instruction* (Ithaca, N.Y.: Cornell University, 1968), p. 2.

[8]Bloom, *op. cit.*, p. 62 ff.

Knowledge of ways and means of dealing with social problems should include the ability to:

Problem solving method

- Identify and clarify the problem
- Formulate hypotheses
- Collect data
- Classify data
- Analyze data and evaluate the desirability and feasibility of taking action on the problem
- Propose a course of action and examine the desirability and feasibility of taking action on the problem.[9]

Knowledge of ways and means of dealing with social problems should also include the ability to:

Social skills

- Interpret the feelings and ideas of others
- Respond to the feelings and ideas of others in a manner appropriate to the occasion
- Express one's own feelings and ideas to others
- Co-operate with others, though not to the extent of compromising basic values.

Knowledge of concepts, generalizations, theories and structures should result from students synthesizing the specific data gathered or produced while confronting value issues. Some of the major concepts needed in studying human behavior are outlined below. These concepts should be used by students in developing generalizations and theories which seek to explain people's values.

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[9]Frank Simon, *A Reconstructive Approach to Problem-Solving in the Social Studies* (Calgary: The University of Calgary, 1970). The Simon model differs from most methods of problem solving in that it leads to action on the problem.

Inter-disciplinary base of social studies concepts

INTERACTION is a key concept in the understanding of social problems. History, geography and the social sciences describe in part man's interaction with his social and physical environment.

ENVIRONMENT is, itself, an important concept which can be defined in terms of Time, Space, Culture and Systems.

Man's interaction with his environment produces CAUSAL RELATIONSHIPS. In order to understand causality, one needs to recognize that behavior is affected by Goals, Norms, Technology, and Power.

Since all man's interactions involve cause and effect relationships, he lives in a state of INTERDEPENDENCE. Interdependence may take the form of Cooperation and/or Conflict and may produce Stability and/or change.

A diagramatic representation of the interaction process will be found on page 7.

The spiralling of concepts

These and other concepts should be studied in more than one grade level on the understanding that lower grades will attend to the concept in a specific, concrete and simple manner. Succeeding grades will treat each concept in greater generality, abstractness, and complexity.[10] A diagramatic representation of spiralling concepts is shown on page 8.

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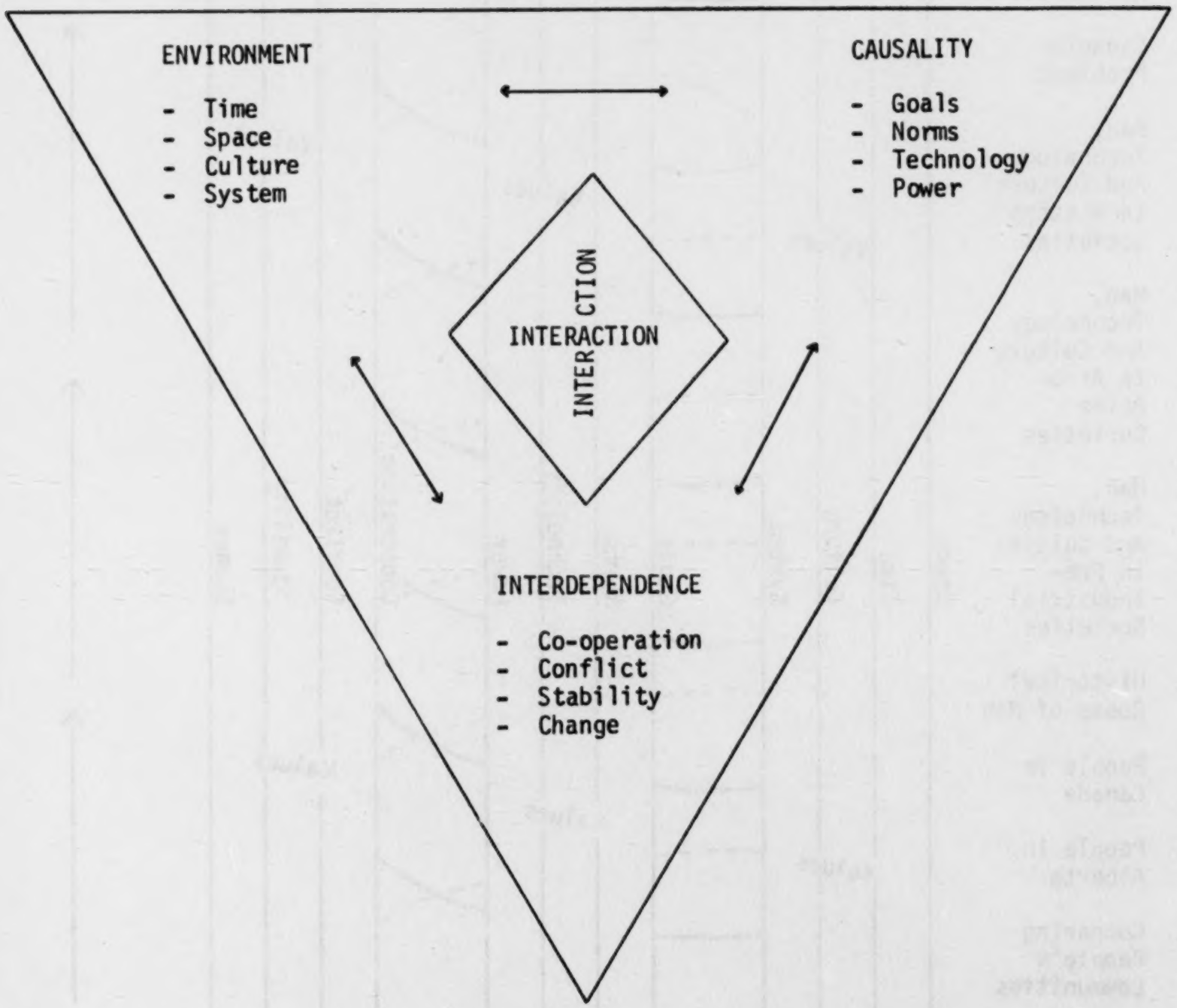
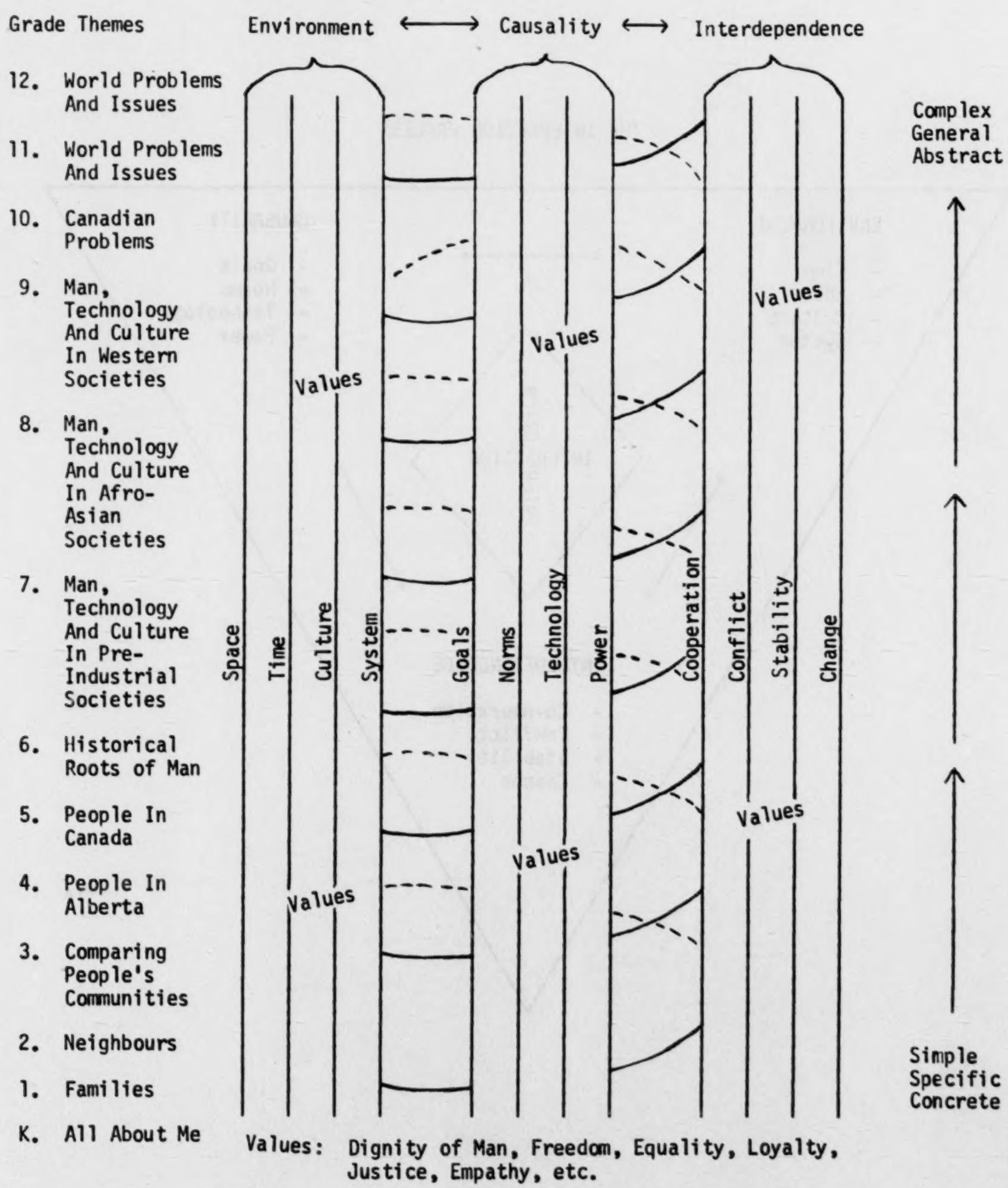
[10]Hilda Taba, *Teachers' Handbook for Elementary Social Studies* (Don Mills, Ontario: Addison-Wesley Company, 1967), Chapter 4.

THE INTERACTION PROCESS



THE SPIRAL OF CONCEPT DEVELOPMENT

The Interaction Process



Planning For The Attainment Of Multiple Objectives

The preceding statements of objectives offer only a general indication of the processes and content of learning opportunities in the social studies. More detailed planning of learning opportunities is the responsibility of each teacher and class. All learning opportunities must be consistent with the objectives outlined above, whether the learning opportunity arises from the structured scope and sequence or in connection with a problem of current interest.

A. Structured Scope And Sequence

Two-thirds time on structured scope and sequence

Approximately two-thirds of social studies class time will be spent inquiring into themes, value issues and concepts which fall within a scope and sequence specified by the Department of Education. This scope and sequence is very general, thus permitting teachers and students to select learning opportunities according to their own needs and interests. Topics and themes for each grade are indicated below:

Kindergarten - All About Me

Grade I - Families

- Analysis of family living through case studies of, for example, a contemporary family, a family of long ago, an Afro-Asian family, and other families

Grade II - Neighbours

- Analysis of interactions which occur among, for example, the local neighbours, rural and urban neighbours, neighbours in other cultures

Grade III - Comparing People's Communities

- Comparison and contrast of community life in, for example, a modern-day Indian or Eskimo community and a North-American megalopolis; a village in Africa or Asia, and a community in the Pacific, or tropical South America; a Mennonite or Hutterite community and other communities which lend themselves to comparison and contrast

Grade IV - People In Alberta

- Historical, economic, sociological and/or geographic analysis of Alberta's people, including comparison and contrast with other world areas that have similar historical, geographic and/or economic bases, for example, Australia, Argentina, U.S.S.R., Middle East oil producers, Western U.S.A. and other areas

Grade V - People In Canada

- Sample studies to analyze historical and/or contemporary life in Canadian regions, for example, people in an Atlantic fishing port, people in a French-Canadian mining town or farm community, people in a St. Lawrence Seaway port, people in an Ontario manufacturing center, people in a Prairie farm or oil town, people in a British Columbia fruit or forestry industry, people in a Western distribution center, people in a coastal city, people in a Northern mining town, and other sample studies

Grade VI - Historical Roots Of Man

- Anthropological analysis and social history of early civilizations in, for example, the Mediterranean area (e.g., Egypt, Greece, Rome), the Far East (e.g., India, China), the Americas (e.g., Incas, Mayans, Aztecs, North American Indian), and Africa (e.g., Numidians, Nubians, or other tribes).

Grade VII - Man, Technology And Culture In Pre-Industrial Societies

- Conceptual understanding of Man, Technology, and Culture through case studies of primitive, pre-industrial societies to be selected by teachers and students

Grade VIII - Man, Technology And Culture In Afro-Asian Societies

- Depth studies of societies selected from Africa, Asia (excluding the U.S.S.R.), the Middle East and Pacific Islands

Grade IX - Man, Technology, And Culture In Western Societies

- Depth studies of societies selected from the Americas (excluding Canada), Europe, all of the U.S.S.R., Australia and New Zealand

Grade X - Canadian Studies

- Historical, economic, sociological, political problems facing Canada

Grade XI - World Problems And Issues

- Tradition versus Change
- Population and Production

Grade XII - World Problems And Issues

- Political and Economic Systems
- Conflict and Co-operation

B. Problems Of Current Interest

One-third time unstructured

Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers. The Department of Education does not intend to structure the use of this one-thid time. Problems which meet the criteria which follow may arise as extensions of the main themes and value issues for each grade. They may relate to problems of individual students, the school, the community, or the world, and may concern the past, the present and/or the future. A given problem may be studied by the whole class, by a group, or by individual students. It is important that a record be kept of the problems studied by each student throughout his or her school career.

Joint planning

Students and teachers should jointly plan the use of the one-third time. Generally speaking, the teacher should view the one-third time as an opportunity for students to develop independence and responsibility. The amount of teacher leadership required in the planning and use of the one-third time will vary according to the ability, experience, and maturity of the class. The teacher's influence should be exerted in a manner and to a degree consistent with this objective.

Distribution of time

The one-third time may be distributed over the school year (or semester) in any way that students and teachers see fit. Three of the many possible alternatives are:

1. One time block, accounting for one-third of total class time, taken at any point during the year

2. Two- or three-week "units" of time, accounting for one-third of total class time, taken at various points during the year

3. Propitious occasions, accounting for one-third of total class time, taken at opportune times during the year.

C. Criteria For Selecting Learning Opportunities

In selecting the processes and content for day-to-day experiences in the social studies curriculum - whether for the two-thirds time broadly structured by the Department of Education or for the one-third time devoted to problems of current interest - teachers and students should attend to the following criteria:

Futurity

- Does the experience have futurity? That is, can it contribute to the attainment of affective and cognitive objectives?
  - Does it involve a pertinent value issue?
  - Can it contribute to the development of social and/or inquiry skills?
  - Does it provide for growth in students' understanding of concepts?
  - Does the experience fit as part of a sequence which will lead to a pride in Canada tempered with a world view and an understanding of significant social problems?

Relevance

- Is the experience relevant to the needs and interests of students?

Materials

- Are data and materials available and/or can students gain experience through gathering primary data?

Overlap

- Does the experience avoid the disadvantageous overlap and repetition of experiences in earlier or later grades?

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NOTE: Most of the above references are available from the School Book Branch, Department of Education.

CHAPTER TWO

E L A B O R A T I O N O F P R O G R A M C O M P O N E N T S

THE CURRICULUM-INSTRUCTION PROCESS

Alberta's new School Act stipulates that courses of study will be prescribed by the Department of Education. However, the nature of this prescription will tend to be broad and will consist of statements of objectives as well as statements of minimum content expressed in terms of concepts, processes, experiences or skills. While such courses will form the basis for instruction, it is expected that within the framework of the prescribed courses, many decisions will be made at the district, school and classroom level in order to meet the needs of particular groups of students as well as the needs of individual students.[1]

The Department of Education's broad prescription for the social studies is outlined in Chapter One of this handbook. Chapter One might be called Alberta's "master curriculum" for social studies in Grades I-XII. It forms the basis for instruction but allows for many decisions at the district, school and classroom level.

The task of translating the master curriculum into effective learning opportunities is the responsibility of educators at the local level. In order to help teachers in their curriculum planning, Chapter Two elaborates the values, skills and knowledge components of the master curriculum.

VALUES AND VALUING AS CURRICULAR CONTENT

Values are the feelings and ideas, for the most part unconscious, which individuals and societies hold in regard to what is right, good and important. Values predispose people to act in certain ways and are major determinants of human behavior. As such, they should form a definite and explicit part of social studies content.

> In periods of deep anxiety and rapid social change value orientations come to the surface and become more intense. Education must by default or intent become embroiled in the current turbulent efforts to reconcile old and emerging values. The school must take responsibility for coming to terms with a questionning youth who is searching for answers to the deepest questions a changing democratic society can pose.[2]

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[1]Alberta Department of Education, *Curriculum Bulletin*, December, 1970.

[2]Lillian Logan and Gerald Rimmington, *Social Studies: A Creative Direction* (Toronto: McGraw-Hill Company of Canada Limited, 1970), pp. 29, 30.

As schools "become embroiled in the current turbulent efforts to reconcile old and emerging values", teachers find themselves riding a multi-horned dilemma. Are they to transmit the values of society or do they allow students to discover their own values? If teachers regard themselves as transmitters of values, which values do they transmit when society is so pluralistic that many competing values are extant? If students are allowed to discover their own values, will these values be functional for and tolerated by the society served by the school?

The teachers' dilemma is further complicated by questions relating to how values are internalized by an individual. Can we, in fact, "teach" values? It is commonly believed that values are "caught, not taught". However:

> The widespread notion that values cannot be taught must be labeled as archaic. Pretechnical and preliterate societies have mastered the process with a high degree of predictability through intuitive means or through deliberate shaping of the maturation process spanning many generations. Authoritarian societies, which rise during periods of massive frustration, have shaken us with their success in building fanatical commitments to an explicit, simplified ideological catechism of totalitarian ends and modes of behavior which become dogma, and which are turned against others without equivocation or remorse.[3]

Assuming that we can teach values, we are still left with the question, "Should we teach values?" Should schools strive to inculcate values primarily designed to serve society? Or do we follow the existentialist dictum that:

> In this perennial problem of human existence, authentic individuality is the highest value. The only values acceptable to an authentic individual are those which he has freely chosen.[4]

In attempting to resolve these dilemmas, teachers should be guided by the statement of Aims and Objectives for the Secondary Schools of Alberta. The statement establishes the policy that each secondary school in the province may adopt a philosophy of education appropriate to the needs and interests of the community which it serves; it is stipulated, however, that students must also be exposed to other philosophical positions. This policy arises from a basic belief in the rights of the individual, particularly his right to responsible participation in social decision-making.

Further guidance may come from current educational theory and practice. Discovery-learning is the order of the day. Schools are committed to the

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[3]Robert R. Smith, "Personal and Social Values", *Educational Leadership* (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, May, 1964).

[4]B. D. Walker, "Values and the Social Studies", *A Rationale for the Social Studies*, ed. S. N. Odynak (Edmonton, Alberta: Alberta Department of Education, 1967), p. 149.

methodological values of objectivity, skepticism, and respect for evidence. We cannot "teach children to engage in inquiry and discovery and have them refrain from pushing their questioning to the point of asking what ought to be".[5]

Consistent with the above guidelines, the new social studies is concerned primarily with developing students' ability to process values. Each student is subject to bombardment by man, often conflicting, values from the home, the church, the peer group, the mass media. He must process these many values, accepting some, rejecting others and modifying still others. His unique behavior will represent a synthesis of the many values which he has had to process. Each person's behavior should attest to values that are clear, consistent and defensible.

The many value positions with which each child is bombarded represent various forms of what societies generally agree to be a core of basic moral values.[6] The social studies curriculum should provide a forum in which students can determine for themselves how they will interpret and apply these basic values. Though many other values should also be considered, the following are deemed particularly worthy of attention in the social studies. The six values listed below are not mutually exclusive. They are all inter-related. For example, the dignity of man may well represent a composite of all the others.

Each student should determine how he will interpret and apply:

1. The Dignity of Man. Human behavior is influenced by the value which is placed upon the dignity of man. Dignity is related to need fulfillment. Maslow puts forward the theory that needs can be placed in a hierarchy which includes physiological needs, safety needs, love needs, esteem needs, and the need for self-actualization. Human dignity will have been maximized when each individual has actualized his potential. In talking about the dignity of man, students may use terms such as worth of the individual, human pride, importance, distinct, supreme, distinguished, respect, status, self-esteem, honored, etc.

2. Freedom. Human behavior is influenced by the value placed upon various forms of freedom. We may seek freedom from hunger, disease, oppression, etc. We also seek freedom to live our lives in satisfying ways. In talking about freedom, students may use terms such as liberty, independence, scope, margin, right, privilege, autonomy, self-determination, unconfined, immune, unchained, unhindered, responsibility, etc.

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[5]Ray Price, "Goals for the Social Studies", *Social Studies Curriculum Development: Problems and Prospects*, 39th Yearbook of the National Council for the Social Studies, 1969), p. 51.

[6]Walker, *Op. Cit.*

3. Equality. Human behavior is influenced by the value placed upon equality. Variations in social and physical environment produce inequalities among individuals and societies. Not all people are prepared to grant equality to others. In talking about equality, students may use terms such as parity, evenness, par, identical, similar, tied, peer, level, synonymous, etc.

4. Justice. Human behavior is influenced by the value placed upon justice. Judicious behavior is usually based on reasoned consideration for others. Justice is sometimes codified through legislation and court decisions. In talking about justice, students may use terms such as fair play, security, what ought to be, impartiality, equality, reasonable, square, legitimate, rightful, justifiable, etc.

5. Empathy. Human behavior is influenced by the empathy people hold for each other. Empathy is "The ability to put yourself in somebody else's shoes". Empathy arises from understanding and increases as a result of improved communication. In talking about empathy, students may use terms such as sharing feelings, projecting oneself, imagine, pretend, appreciate, etc.

6. Loyalty. Human behavior is influenced by the loyalties people hold. Loyalties may be directed toward persons, things and ideas. Multiple loyalties are possible. Loyalty conflicts must be resolved by assigning priorities among the loyalties. In talking about loyalty, students may use terms such as homage, allegiance, faithfulness, devotion, fidelity, obedience, staunch, trustworthy, etc.

SKILLS AND PROCESSES AS CURRICULAR CONTENT

Skills are developed abilities or aptitudes. There is a staggering array of social studies skills, so complex as to defy satisfactory categorization. However, most social studies skills can be subsumed under the three major skills which define the valuing process- choosing, prizing and acting.

1. Choosing. Choices should be made freely from among alternatives after careful consideration of the consequences of each alternative. This suggests that students must develop the sub-skills of:

   - locating, gathering, organizaing, interpreting, evaluating and summarizing information from a wide variety of sources, including print and non-print media, interviews, surveys, and observations

   - identifying a problem and suggesting alternative courses of action

   - formulating and testing hypotheses as to the likely consequences of each alternative

2. Prizing. Prizing includes being happy with the choice and willingness to affirm the choice, in public if necessary. This suggests that students must develop the sub-skills of:

   - understanding their own value system
   - using logic, rhetoric and semantics to speak and write in support of the choices made

3. Acting. Acting involves doing something with a choice, repeatedly in some pattern of life. This suggests that students must develop the sub-skills of:

   - planning strategies and tactics suited to the intended action
   - utilizing available resources
   - carrying actions to a satisfying conclusion

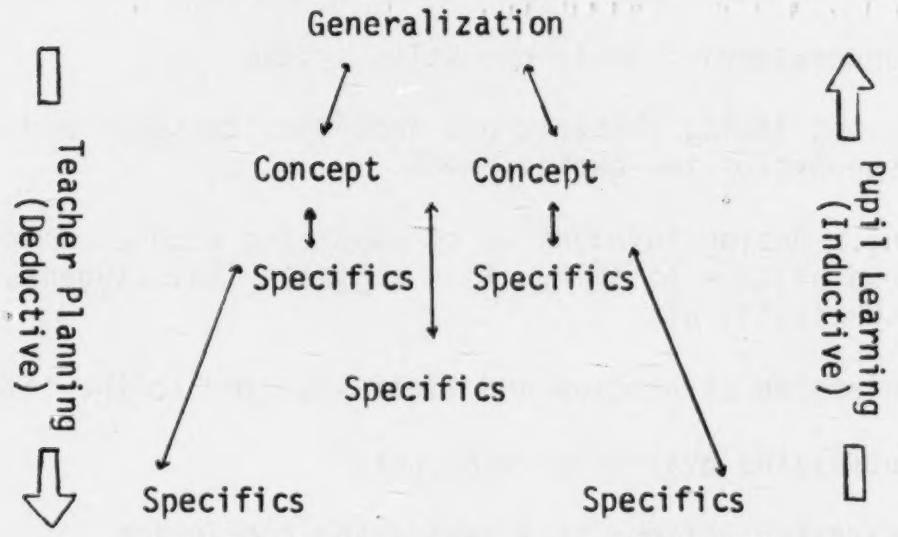
It should be recognized that choosing, prizing, and acting encompass all of the affective, cognitive, problem-solving and social skills listed previously. At the secondary grade level, it might be expected that skills would be substantially developed. Expectations for levels of skill development should be established by each teacher.

CONCEPTS AND GENERALIZATIONS AS CURRICULAR CONTENT

Knowledge is useful only to the extent that it finds expression in human behavior. The kinds of knowledge which are likely to have the greatest influence on human behavior are the "big ideas" which we call concepts and generalizations. A concept is an abstraction - an idea generalized from particular cases. A generalization is a statement which expresses relationship between two or more concepts. Concepts and generalizations have the power to symbolize vast amounts of information. They differ from facts in that they are transferable from one setting to another. They are also more easily remembered and are less subject to obsolescence.

The "big ideas" to be developed in Alberta's social studies curriculum are expressed as concepts. These concepts must be developed by tying together facts and specifics. Concepts can then be embodied in even more abstract generalizations. In selecting social studies content, teachers should plan deductively from generalization to concept to specifics. Students should learn inductively; beginning with specific data, conceptualizing this data, and then generalizing about the concepts.

The Place Of Concepts In Social Studies
Teaching And Learning



Concepts used in the social studies are drawn from history, geography and the social sciences. Some social studies curricula are multi-disciplinary in that concepts from the various social disciplines remain distinct and separate. The Alberta curriculum is interdisciplinary. Concepts from the social disciplines are integrated in such a way as to be indistinguishable as separate entities. It is our belief that man's behavior should not be compartmentalized for study. The major concept to be developed in the Alberta social studies curriculum is INTERACTION. The interaction concept is basic to most social disciplines. It is the process through which man relates to his social and physical environment.

The interaction process takes place in an ENVIRONMENT defined by time, space, system and culture. Interaction produces CAUSAL RELATIONSHIPS which are influenced by goals, norms, technology and power. Interaction results in INTERDEPENDENCE which may take the form of co-operation, conflict, stability, or change.

All of the above concepts should receive some attention at each grade level in the secondary social studies program. It is suggested, though, that teachers select two or three concepts to be emphasized in each unit of study. (See spiral of concepts, page 8.)

The following generalizations embody the basic concepts outlined above. Generalizations are high-level abstractions. They are stated here in what is essentially adult terminology. In planning units and lessons, teachers should translate these generalizations into language more appropriate to the level of his or her students.

Environment

Man constantly seeks to satisfy his social and physical needs. In so doing, he attempts to adapt, shape, utilize, and exploit his social and physical environment.

- Space. The nature of man's organization of activities within an area (spatial organization) results from his social-political attitudes, needs and demands; the kinds of resources at his disposal; and the stage of his technology.

- Time. Man lives within a measured space of time. His efficiency is determined by the successful use of time in meeting his needs and demands, and, in some cases, assisting others in meeting their needs and demands.

- Culture. Culture is a product of man's exclusive capacity to comprehend and communicate by means of symbols, gestures, and experiences. Culture is socially learned and consists of the knowledge, beliefs, and values which humans have evolved to establish rules of group life and methods of adjusting to and exploiting the environment.

- System. Societies require systems of social control to survive. These controls are based upon uncodified or codified rules of behavior (mores, values and laws). Infraction of mores, values and laws brings ostracism or pressure to conform to the controls.

Causality

All men are biased by the values established in their cultures, by their position in time and space, and by their individual tastes and prejudices. The biases cause diversity in goals and in the means chosen for attaining these goals. That events are caused is basic to grasping the course and meaning of social action.

- Goals. Values held by individuals, social groups and nations are reflected in the goals which they choose. Cultural differences determine priorities among these goals.

- Norms. Each of the social groups to which an individual belongs helps shape his behavior. Members have different ways of acting, perceiving, thinking and feeling. Groups exert pressures on their members so that they will accept and follow group ways and mores. The behavior of any individual reflects in many ways the norms of the group.

- Technology. Man uses technology to supply his social and physical needs. The complexity of his technology varies with the culture. Acceptable levels of supply and demand are also determined by culture. Differences in technological advances within and among cultures lead to problems of distribution, employment, and of meeting new needs.

- Power. Power is a relationship by which an individual, group or nation can take action which affects the behavior of self and others. The number of options for action and the means to exercise those options, are the determiners of power. Power is finite, thus there is conflict among those who covet power.

Interdependence

The social and physical environment influences man's ways of living. Man in turn modifies this environment. As he becomes more technically efficient, man is more able to modify his environment. The distribution of people and their institutions in time and space, as well as the processes that bring about their establishing of patterns, is called human ecology. This is the study of interdependence between man and his environment. It involves for example, clothing, shelter, natural resources, food, institutions, folkways and mores.

- Co-operation. A major problem in the modern world is to discover ways in which individuals, social groups and nations with similar or divergent cultures can co-operate for the welfare of mankind and yet maintain as much respect for one another's cultural patterns as possible.

- Conflict. Conflict is a process-situation in which two or more human beings or societies seek actively to thwart each other's interests, even to the extent of injuring or destroying each other. Individual conflict may exist within an individual's personality in which needs are in competition for satisfaction.

- Stability. Man has established traditional patterns of living which tend to remain relatively stable. Most people prefer to engage in activities which are familiar to them. Technology sometimes threatens the stability of life situations.

- Change. Change has been a universal condition of human society. Pace of change varies with culture and is determined by traditional needs and exposure to other cultures. The tempo of change has increased markedly in technological societies in the recent past.

CHAPTER THREE

10 CANADIAN STUDIES

This course deals with perplexing value issues facing contemporary Canadian society. Value issues should be investigated with the aid of concepts and processes from history, geography and the social sciences.

All the problems studied in the course, national or international, should be studied as they appear in the Canadian context, as the new social studies curriculum includes problems of a strictly international or global nature at other grade levels.

It is suggested that a minimum of three value issues should be studied: one from Value Issues I, II, III, IV; one from Value Issues V, VI, VII; and one from Value Issues VIII, IX, X. One-third of the time may be devoted to the study problems of current interest to students and teachers.

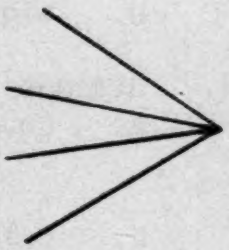
VALUE ISSUES

I - Should the endowed and more advanced regions of Canada contribute to the less developed regions of Canada?

II - Should poverty be tolerated in the affluent Canadian society?

III - Should we encourage the process of urbanization?

IV - Should Canadians reject a trend toward high mass-consumption?



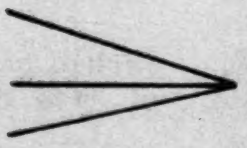
Canada
Internal

Social
Economic

V - Should Canada move toward greater national unity?

VI - Should Canada have two official languages?

VII - Should we encourage greater participatory government in Canada?



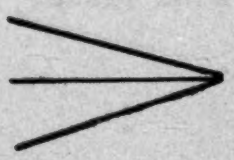
Canada
Internal

Political

VIII - Should Canada pursue a policy of non-alignment?

IX - Should Canada move toward greater political and economic autonomy?

X - Should Canada "massively" increase her foreign aid?



Canada
External

Social
Political
Economic

OUTLINE OF VALUE ISSUES

Canada Internal (Social, Economic)

No. I

A. Value Issue: Should the endowed and more advanced regions of Canada contribute to the less developed regions of Canada?

B. Concepts

1. Reasons for regional disparity:
   a. geographic regions of Canada
   b. natural resources
   c. human resources
   d. technology
   e. capital

2. Consequences of regional disparity:
   a. inequality in standard of living
   b. inequality in opportunity for education
   c. inequality in job opportunity
   d. inequality in welfare services
   e. migration of people from poorer to richer regions

3. Attempts at solutions to the problem of regional disparity:
   a. government
      - grants
      - programs
   b. relocation
   c. education

C. Suggested Value Questions (These should be examined within the two contexts of "what can be" and "what ought to be".)

1. Regional economic disparity creates inequality - is this just?

2. Should people (rich and poor) be compelled to change their way of life to solve regional economic disparity?

3. Should you, as an individual, do anything to solve the problem?

No. II

A. Value Issue: Should poverty be tolerated in the affluent Canadian society?

B. Concepts

1. Reasons for poverty in Canada:
   a. historical
   b. personal
      - psychological
      - physical
      - educational (including consumer education)
   c. environmental
      - social
      - cultural
      - geographic

2. Consequences of poverty:
   a. to the individual
      - health
      - housing
      - food
      - education
      - mentality
   b. to the nation
      - political
      - social
      - economic

3. Attempts at solution:
   a. agencies
      - public
      - private
   b. consumer education
   c. group and individual action

C. Suggested Value Questions

1. Should poverty be eliminated to preserve human dignity?

2. Should I be willing to sacrifice part of my wealth to provide for my neighbor's welfare?

3. Should the Indians, Eskimos and Metis of Canada be given special assistance?

4. Should every responsible citizen contribute to the productivity of the country?

5. Should Canada become a welfare state?

6. Should consumer education be mandatory? For the poor? For all?

No. III

A. Value Issue: Should we encourage the process of urbanization?

B. Concepts

1. Reasons for development of urbanization:
   a. historical development
      - the growth of Canadian urban areas (choose a few or only one - for a detailed study.)
   b. economic development
      - relationship between the rise of urbanization and technological process
      - facilities
   c. cultural development
      - centers of culture and civilization - arts, science, sports
      - cities offer various services denied country dwellers
      - ethnic attractions

2. Consequences of urbanization:
   a. anonymity
   b. mobility
   c. abundance
   d. slum areas
   e. housing
   f. transportation
   g. pollution
   h. crime and juvenile delinquency
   i. recreational facilities
   j. leisure time
   k. noise and congestion
   l. loneliness
   m. others

3. Attempts at solutions to the problems of urbanization:
   a. government programs
      - urban renewal
      - reorganization of government structures
   b. non-governmental programs
      - company towns
      - community programs
      - private housing developments
      - urban renewal

C. Suggested Value Questions

1. Should human freedom and dignity be safeguarded at the expense of urbanization?

2. Should urban areas be preplanned?

3. Should the size of cities be regulated?

No. IV

A. Value Issue: Should Canadians reject a trend toward high mass-consumption?

B. Concepts

1. Reasons for high mass-consumption:
   a. with advertising, consumers' wants are increased
   b. with increased consumption, there is more demand
   c. with increased demand, there is more production
   d. with increased production, there is more employment
   e. with increased employment, there is more purchasing power (cash and credit)
   f. with increased purchasing power, there is more demand
   g. with modern technology, emphasis must be placed on man the consumer rather than on man the producer

2. Consequences of high mass-consumption:
   a. planned obsolescence - products are made to last a short time
   b. rise of advertising as a major industry
   c. value changes
      - tolerance of poor workmanship
      - de-emphasization on thrift and saving
      - emphasis on material wealth (acquisitiveness)
      - present-time orientation
      - tolerance of waste
   d. use and misuse of credit
   e. increased complexity of household management
   f. depletion of resources
   g. possible inflation
   h. increased employment
   i. increased standard of living

3. Attempts toward rational decision-making:
   a. government
      - federal - Department of Consumer and Corporate Affairs
      - provincial - Consumers Affairs Branch
   b. other agencies
      - Better Business Bureau
      - Canadian Association of Consumers
      - schools
   c. individual

C. Suggested Value Questions

1. "Once in my life I would like to own something outright before it is broken! I'm always in a race with the junkyard! I just finish paying for the car and its on its last legs ... They time these things. They time them so when you've finally paid for them, they're used up." Do you agree? Why?

2. "Fashion is a form of ugliness so constituted that we have to alter it every six months." Do you agree? Why?

3. Should we expect the whole truth from people who are selling goods and services? What about the buyers of goods and services?

4. Should creditors have the right to seize products purchased on the installment plan if the installments are not met?

5. Should governments protect the consumer? Do producers also need protection?

6. "All people have consciences. If the fraudulent schemer gets away with his scheme, the punishment of conscience will get him and this punishment is greater than anything the law could provide." Do you agree? Why?

Canada Internal (Political)

No. V

A. Value Issue: Should Canada move toward greater national unity?

b. Concepts

1. Reasons for national disunity:
   a. historical background
      - ethnic origins
      - misunderstanding between the two founding nations
   b. geographical regions
   c. economic problems
      - regional competition
      - American influence
   d. political problems
      - distribution of powers

2. Consequences of national disunity:
   a. separatist movements
   b. East-West rivalry
   c. American influence
   d. division of loyalties
   e. sectionalism

3. Attempts at solution:
   a. royal commissions
   b. federal-provincial conferences
   c. student exchange
   d. attempts at creating a national image
      - flag
      - Expo
      - centennial projects
   e. regional or metropolitan states

C. Suggested Value Questions

1. What does it mean to me to be a Canadian? Should it mean more?

2. Should I owe my first loyalty to Canada?

3. "The establishment of a Republic in Canada would increase unity." Do you agree?

4. Should Canada under all circumstances remain intact?

5. Should Canada be a "melting pot" or a cultural mosaic?

No. VI

A. Value Issue: Should Canada have two official languages?

B. Concepts

1. Reasons for two official languages:
   a. demographic foundations
      - ethnic origin and composition of the Canadian population
      - assimilation of other minorities in either the English or French linguistic group
   b. legal foundations
      - evolution of language rights in Canada
      - meaning of Section 133 of the B.N.A. Act
      - Official Languages Act
   c. uniqueness of duality

2. Consequences of having two languages:
   a. to the individual
      - advantages
      - disadvantages
   b. to the nation
      - advantages
      - disadvantages

3. Attempts at a solution:
   a. by the Canadian government
      - bilingualism and biculturalism commission
      - Official Languages Act
      - bilingual schools
   b. by private groups
      - exchange programs

C. Suggested Value Questions

1. Should all Canadians be compelled to learn two languages?

2. Should Canadians strive to establish a multilingual nation, a bilingual nation, or a unilingual nation?

3. Should Canadians cultivate bilingualism in order to establish a unique Canadian culture?

4. "One cannot understand a culture without knowing its language." Do you agree?

No. VII

A. Value Issue: Should we encourage greater participatory government in Canada?

B. Concepts

1. Reasons for political apathy:
   a. lack of knowledge of the political process
      - federally
      - provincially
      - locally
   b. lack of interest in the political process
   c. dissatisfaction with the established system
   d. alienation from the established system

2. Consequences of political apathy:
   a. government chosen by minorities
   b. domination of representatives by party caucus
   c. domination of the Cabinet
   d. growth of civil service control
   e. lack of communication between
      - representative and his constituency
      - government and people
      - local government and central government
   f. dissatisfaction and revolution

3. Attempts at solution by:
   a. government
      - dialogue
      - education
   b. multi-party system
   c. local government
   d. individuals
      - protest movements
      - petitions
   e. communication media

C. Suggested Value Questions

1. Should Canadians be committed to our system of government as it is now constructed?

2. Should Canadians be compelled to participate in government?

3. Should I vote if I am not well informed?

4. Should we vote for the party or the man?

5. "Modern communication makes political decision-making easier." Do you agree?

Canada External (Social, Political, Economic)

No. VIII

A. Value Issue: Should Canada pursue a policy of non-alignment?

B. Concepts

1. Reasons for our foreign policy:
   a. traditional
      - out of imperial history
   b. ideological
      - out of our belief in a certain type of policy and economic system
   c. economic and cultural pressure from the United States
      - trade and investment
      - proximity to the United States

2. Consequences of our foreign policy:
   a. with respect to militarism
   b. with respect to disarmament
   c. with respect to internationalism

3. Attempts towards non-alignment:
   a. unilateral and multilateral
   b. involvement with United Nations and International Control Commission
   c. review of Canadian Defense Policy
      - NATO
      - NORAD
      - ABM's

C. Suggested Value Questions

1. "Our alliance commitments affect our freedom of action." Do you agree?

2. Should our economic affluence determine our alignment policy?

3. "Co-existence with different political and economic ideologies is possible." Do you agree?

4. Is it realistic to pursue a policy of non-alignment?

5. Should Canada move towards a policy of non-alignment if it will affect our friendship with the United States?

No. IX

A. Value Issue: Should Canada move toward greater political and economic autonomy?

B. Concepts

1. Reasons:
   a. for autonomy
      - capital control
      - labor control
      - exploitation of natural resources
      - secondary industry
      - status
      - parliamentary system
   b. against autonomy
      - world involvement
      - economic interdependence
      - collective security

2. Consequences of autonomy:
   a. with reference to the United States
      - standard of living
      - conservation of resources
      - tariff policy
      - identity
   b. with reference of the world
      - regional specialization
      - free trade
      - peace

3. Attempts at solution:
   a. economic and political autonomy with respect to the United States
      - encouragement of investment from countries other than the United States
      - encouragement of investment by Canadian friends in Canada
      - the Economic Council of Canada
      - tariffs and other tax policies
      - trade with the Communist world
      - diplomatic relations

C. Suggested Value Questions

1. "Economic integration leads to political union." Do you agree?

2. Should Canada maintain diplomatic relations with Peking?

3. Should Canada be concerned with developing her own policies so as to offer a unique contribution to the world?

No. X

A. Value Issue: Should Canada "massively" increase her foreign aid?

B. Concepts

1. Reasons:
   a. for
      - present responsibility due to past Western exploitation
      - political benefits
      - economic benefits
      - humanitarian concern
      - development of a global village
   b. against
      - recipient resentment
      - cost
      - domestic needs
      - political entanglements
      - ineffectiveness

2. Consequences:
   a. world image - how we are seen
   b. Canadian character - what we become
   c. recipient's character - what they become
   d. world peace
   e. international trade
   f. material change

3. Attempts:
   a. relationship to United Nations programs
   b. Colombo Plan
   c. direct government aid
   d. private programs
      - Canadian University Students Overseas
      - OXFAM
      - CARE
      - Foster Parents Plan
      - International Red Cross
   e. church programs

C. Suggested Value Questions

1. Should Canada concentrate on its own needs first?

2. Should Canadians with special skills be required to serve in emerging nations?

3. Should Canadians have the right to expect a return on their foreign aid programs?

4. "Nations cannot provide foreign aid without injuring the self-respect of the receivers." Do you agree?

5. Should nations have the right to interfere in the affairs of other nations even with what seems to be aid?

REFERENCES

No single school will be able to purchase all the materials in the following list. Teachers must exercise discretion in selecting those materials that seem best able to fulfill the specific aims and objectives of the school's social studies program.

Print Materials

Prices are approximate and subject to change. They are included here to serve only as general guidelines.

It is recommended that no more than five copies per class of any one title be purchased.

These books will be available through the School Book Branch on special order.

Core References For Units I, II, III & IV

Reid, T.E.
Contemporary Canada: Readings in Economics
Holt, Rinehart & Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
1969 $5.10
Useful in several value issues. A variety of illustrations. Several thought-provoking topics, discussion questions, etc. A book that should appeal to most students.

Winter E.
Urban Landscapes
Bellhaven House Ltd.
1145 Bellamy Road
Scarborough 707, Ontario
1969 $3.95
This is a geographical approach to urban studies. It is well illustrated and thoroughly Canadian. The "investigations" at the end of each chapter are applicable to most Alberta communities, whether cities or not. The author raises and suggests perspectives but leaves final decisions to his readers.

Wolforth, J.
R. Leigh

Urban Prospects
McClelland & Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario
1971 171 pp. $2.80

An intensive look at the nature of Canadian cities. Contains discussions about the rapid growth, functions, internal form, social problems, and the future prospects of cities across Canada. Includes maps, charts, statistical data, and discussion questions. Appears useful at the Grade X level.

Simmons, James W.
& Robert E.

Urban Canada
Copp Clark Publishing Company
517 Wellington Street West
Toronto 135, Ontario
1969 $3.25

This book stresses the urban "image" of Canada. It contains numerous valuable charts and tables. Written at a Grade X level.

Krueger, R. R. &
R. G. Corder

Canada: A New Geography
Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
$6.45

Inter-regional disparities in income. An analysis of inter-regional differences. Appropriate reading level for Grade X.

Brown, N. E.

Consumer Education - (Revised Edition)
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1967 $1.20

A book by an Alberta writer, designed originally for the consumer education unit of the former Social Studies X course. Still appropriate for the new program.

Weeres, K. W.

Dollars And Sense - A Guide to Family Money Management
McGraw-Hill Company of Canada Ltd.
330 Progress Avenue
Scarborough 707, Ontario
1970

This book presents facts and guidelines for consumers to follow in making decisions on expenditures. Possible expenditures include Family Finance (budgeting, saving plans, borrowing, pension plans, etc.); Consumer Purchases (houses, clothing, furniture, food, cars, etc.); Investments (life insurance, stocks, bonds, etc.). The reading level is easy.

Economic Council of Canada

Perspective 1975: Sixth Annual Review
Information Canada
Vanguard Building
Ottawa, Ontario
1969 $2.75

Documents the extent of Canadian poverty and indicates disparity amongst regions. Defines poverty in economic terms. Reading level is difficult.

Sheffe, N. (Ed.)

Issues for the Seventies Series
McGraw-Hill Company of Canada Ltd.
330 Progress Avenue
Scarborough 707, Ontario
1970 $1.75 for each title

Poverty, #3

A series of readings expressing various views on Canadian poverty. Soft cover.

Canada's Indians, #4

Selected readings organized in three parts. Each reading deals with a problem faced by today's Indians. Students will find most of the readings to be enjoyable and challenging. Soft cover.

Walsh, G.

Indians in Transition
McClelland & Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario
1970 $2.25

A new book with a fairly well-documented commentary. Very readable.

Additional References For Units I, II, III & IV

Putnam, D.F. & R. G.

Canada: A Regional Analysis
J. M. Dent & Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills 404, Ontario
1970 390 pp. Hard Cover - $7.50

This book aptly points out the importance of geography as a means of gaining new insights into the growth and development of Canada. Particular emphasis has been placed upon the background of human geography, especially on the growth of population, and the development of industries in various parts of the country. It has several hundred illustrations of various kinds - tables, maps, diagrams, graphs, and photographs - which should prove helpful in the understanding of the many concepts peculiar to a region as vast and diversified as Canada. The table of contents is well sub-divided into many topics to assist the reader in quickly locating information not readily available from conventional sources. It is well worth having a copy or two in each classroom and library.

Marsh, L.

Communities in Canada
McClelland & Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario
1970 $2.15

Most articles are a little difficult for Grade X students. However, one or two copies would be useful in teacher or classroom library. Chapters four and five are valuable in Urbanization value issue.

Armstrong, M.

The Canadian Economy and Its Problems
Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough 706, Ontario
1970 Paperback - $3.95

This book presents general economic concepts such as the market, supply, demand, production, distribution and consumption, and relates them to the Canadian economic system. Readable by the average Grade X student, the written sections are supplemented with charts and diagrams. Most statistics given are based on the 1968 *Canada Year Book*. In addition, chapters nine and ten are particularly relevant to the value issues on poverty and regional disparity.

Millard, M. A. & A. K. Mitchell

Economics: A Search for Patterns
W. J. Gage Limited
1500 Birchmount Road
Scarborough 733, Ontario
1971

A very well set up and attractive book. Its immediate visual impact is positive. The cartoons, diagrams, charts, newspaper clippings and pictures are well-chosen and helpful. The reading level would be average to above and for those who want their economic treatment to flow inductively or deductively they will find some frustration in its arrangement. The student could start almost anywhere in the book and many segments stand alone. It is best used as a resource book rather than an all-inclusive narrative.

Sealy & Kirkness (Eds.)

Indians Canadians: Plus or Minus
Manitoba Teachers' Society
191 Harcourt Street
Winnipeg 12, Manitoba
1971

This reference is part of Project Canada West and is really a teacher's resource book.

Cashman, T.

An Illustrated History of Western Canada for Young People
M. G. Hurtig Booksellers Limited
10411 Jasper Avenue
Edmonton, Alberta
1970 $4.95

This book, by an Edmonton author, treats the history of Western Canada in an informal, though accurate manner. He uncovers historical events of local interest not readily found in most history books.

Mann, W. E.

Poverty and Social Policy in Canada
Copp Clark Publishing Company
517 Wellington Street West
Toronto 135, Ontario
1970 430 pp. Paperback - $3.75

This book of readings provides insights into the problem of poverty in Canada. It contains readings in the following areas of concern: urban poverty, rural poverty, regional disparities, the aged, Indians and Negroes. This book has been compiled for the college and university level student, but it contains material not easily located elsewhere.

Vass, B.

Readings from the Financial Post
Inside Canada, Volume I
1970 106 pp. Paperback
McGraw-Hill Company of Canada Ltd.
330 Progress Avenue
Scarborough 707, Ontario

Articles from recent issues of the *Financial Post* have been selected and organized to provide concrete examples of dynamic trends in Canadian life. The book is divided into four main parts - the economy, the environment, the cities, and the regions. The articles are thought-provoking, well-illustrated, up-to-date, and characteristic of the many issues confronting Canadians today. Should appeal to most students.

Richardson, E. R. et al.

Building for People
Ryerson Press
299 Queen Street W.
Toronto 133, Ontario

This paperback explores the influence on Canadians of a multi-lane highway (Ontario's Macdonald-Cartier Freeway) and a drastically reshaped downtown core (Montreal). Further information traces the development of the construction industry in Canada, discusses the value of the industry to the Canadian economy, and outlines the structure of the industry.

Berton, P.

The Big Sell
McClelland & Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario
1963 $0.95

This is Pierre Berton's defence for the consumer. The book is highly entertaining and written at a good Grade X level.

Krueger, Ralph R. & R. Charles Bryfogle (Eds.)

Urban Problems: A Canadian Reader
Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
1971 $5.25

A compendium of articles by well-known experts, dealing with the urban problems of Canada.

Core References For Units V, VI & VII

Moir, J. S. &
D. M. Farr
2

The Canadian Experience
Ryerson Press
299 Queen Street W.
Toronto 133, Ontario
1968 Paperback - $5.25
Historical book, written in chronological fashion but with a style that appeals.

Lower, J. A.

Canada: An Outline History
Ryerson Press
299 Queen Street W.
Toronto 133, Ontario
1966 $2.95
A good general reference, suitable for several value issues. Has a few useful maps and graphs. Follows the conventional, historical pattern of most history books with only one chapter on present-day happenings. Useful but factual questions.

Brown, G. W. &
A. S. Merritt

Canadians and Their Government
J. M. Dent & Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills 404, Ontario
1966 Paperback - $1.10
This is a brief treatment of our political system, but it is well and tightly organized. It moves to a high point of clarity that is aided by marginal headings. Using this booklet, the student can get at the basics without spending an inordinate amount of time. There is a very good chapter on taxation in Canada.

Ricker, J. C. &
J. T. Saywell

How Are We Governed?
Clarke, Irwin & Co. Ltd.
Clarwin House
791 St. Clair Avenue W.
Toronto 347, Ontario
1961 171 pp. Paperback - $1.50

Although the chapter headings reflect the traditional approach to the study of Canadian government the style of writing and the numerous political cartoons should appeal to most students interested in our perplexing democratic processes. More emphasis is placed upon how Canadian government actually does work rather than how it is supposed to work. Considerable attention has been given to the striking changes in government and politics over the past decade - minority governments, the revolution in Quebec, federal-provincial tensions, and the rule of law. The book concludes with an interesting comparison of Canadian, British and American governments.

Our Provincial Government - (Latest edition)
School Book Branch
Department of Education
10410 - 121 Street
Edmonton, Alberta
$0.70

This is a small handbook which attempts to describe democracy as it is applicable to the provincial government of Alberta. It describes how the legislative, the executive and judicial branches of the government operate. Reading level is quite easy.

Kelly, F. &
J. Marshall (Eds.)

Challenge of Confrontation: Canada 70
McClelland & Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario
1969 Six Paperbacks Complete Set - $2.95 Each - $0.50

This is actually a capsule inquiry into the Canadian predicament, prepared by journalists for the Toronto Telegram. Research for the series consisted of interviews, Ottawa-based material and a questionnaire including: (1) What is the greatest threat to Canada's survival?, (2) What are the chief weaknesses of Confederation?, (3) Can Canada survive as a nation without Quebec? Why? This material has been found acceptable to students of varying abilities. It will become dated very quickly.

Coast to Coast - Canada 70
The Prairies: Alienation & Anger
Quebec: The Threat of Separation
Ontario: The Linchpin
British Columbia: The Great Divide
Atlantic Provinces: The Struggle for Survival

Canada Privy Council and Royal Commission on Bilingualism and Biculturalism

Report of the Royal Commission on Bilingualism and Biculturalism
The Official Languages, Book I
Available in both English and French Paperback - $3.00
Information Canada
Vanguard Building
Ottawa, Ontario

Essential reference for value issue on the official languages. Contains all the necessary information on the nature and foundations of Canadian biculturalism. The graphic maps and tables may be found useful although the data are from the 1961 census.

Ferris, T. T.
et al.

Readings in Canadian Civics
Ryerson Press
299 Queen Street W.
Toronto 133, Ontario
$3.50

This book contains a collection of documents and readings concerning the government of Canada. The book is designed around six major areas of concern: Historical background; the parliamentary system; local government; the judiciary; the financing of government and some of the principles upon which our government is based. Some items are practical, some are theoretical: some topics are dealt with fully, others merely attempt to raise questions and stimulate inquiry. Reading level is quite difficult.

Additional References For Units V, VI & VII

Cornell, P. G. et al.

Canada: Unity in Diversity
Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
1967 $7.25

This is very thorough for a one-volume history book, and would be an excellent teacher reference or usable for the better students. It is perhaps stronger in social history than most books of this type. The authors are unimpeachable as authorities in their fields. The reading level would be high and it is most brief when dealing with modern problems. Segments could be extracted and easily used.

Bliss, J. M. (Ed.)

Canadian History in Documents (1763-1966)
Ryerson Press
299 Queen Street W.
Toronto 133, Ontario
1966 397 pp. Paperback - $3.50

Teachers will undoubtedly find that many of their brighter students will take a special interest in the study of primary sources and original documents from Canadian history. Each document selected by the author is accompanied by appropriate background information so that the document's significance becomes apparent. The topics chosen for documentary study include not only those of a conventional political and constitutional nature, but the more contemporary issues such as racism, unity, economics, regionalism, and U. S.-Canadian relations are given considerable attention. Probably at least one-half of the documents are not contained in any other anthology currently in print, and a few documents are published here for the first time. A copy or two of this book should be considered for every classroom and library.

Ward, N.

Government in Canada
W. J. Gage Limited
1500 Birchmount Road
Scarborough 733, Ontario
1964 $4.50

This book (second edition) is written by a leading authority on Canadian government. The author provides an insight into the complicated workings of government which is both clear and meaningful to the high school student. Canadian government is examined at the federal, provincial, and local levels.

Cook, R.

Canada and the French-Canadian Question
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1966 $2.25

Hard cover. No illustrations. The author makes skillful use of historical events to help in the understanding of current problems in Quebec. His approach is scholarly and objective. Reading level is high.

Cook, R. (Ed.)

French-Canadian Nationalism - (An Anthology)
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1969 $8.95

This book consists of a collection of essays written by French Canadians. The authors basically analyze and advocate French-Canadian nationalism. The first group of essays attempts to define the French Canadians' sense of identity. The remaining essays are written by French-Canadians who are actively involved in working for the survival of French-Canadian nationalism. The reading level is difficult.

Smiley, D. V.

The Canadian Political Nationality
Methuen Publications
145 Adelaide Street West
Toronto 110, Ontario
1967 Paperback - $1.95

This paperback presents the major changes in Canadian federalism from 1867 to 1967 in 135 pages. Particular emphasis is given to the issues in Canadian federalism as created by Quebec in the period from 1960 to 1967. The concluding sections deal with some of the present unresolved issues in Canadian federalism as well as presenting alternatives for the future. This book may be somewhat difficult for the average Grade X student.

Graham, G. &
S. Rolland

Dear Enemies
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1965 112 pp. Paperback - $1.75

Two Canadian writers - one English, one French - cover many of the issues that divide Canada. In an exchange of twenty frank letters each writer expresses with deep personal feelings such issues as the prejudice against the French language outside Quebec; the backwardness and political corruption that has afflicted Quebec; the indifference of English Quebeckers to the French; the conscription issue, the divorce-law quarrels, and many others. They both search for tolerance, understanding, and ways to improve relations between the English and French. An effective way of communicating with two opposing groups.

Hewlett, A.

A Canadian Issues Series
Separatism
1970 $1.00
Maclean-Hunter Limited
481 University Avenue
Toronto 101, Ontario

A pamphlet containing recent articles published in *Macleans* Magazine.

Canada Privy Council and Royal Commission on Bilingualism and Biculturalism

Report of the Royal Commission on Bilingualism and Biculturalism
The Cultural Contributions of the Other Ethnic Groups, Book IV
$4.00
Information Canada
Vanguard Building
Ottawa, Ontario

May be used as a complement to Book I for those interested in the development of the great Canadian Mosaic. It presents an historical outline of the various phases of immigration to Canada, and considers the role played by ethnic groups other than British and French, in the economic, political, social and cultural life of the country. A brief summary of Book IV in both English and French may be obtained free from the Citizenship Branch, Department of the Secretary of State, 10534 - 100 Street, Edmonton.

The Canadian Family Tree
The Queen's Printer
Ottawa, Ontario
1967 $3.00

A concise study of all the ethnic groups forming the Canadian population; giving their backgrounds, settlements, organizations, and contributions to Canadian culture.

Greason, G. K. & R. C. King

Canadian Democracy at Work
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1968 $1.25

This is an exceedingly brief structuring of the Canadian policy. Its charts and diagrams make it very lucid. Actually, it is more of an outline than a book and can be highly useable in that context. Students should find this an easy book with which to work.

Greason, G. K. & R. C. King

The Citizen and Local Government - (Revised Edition)
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1967 $1.20

This is a book that was used in the former Social Studies X course. It is simply an outline diagramming and charting local government in Alberta.

Thorburn, H. G.

Party Politics in Canada
Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough 706, Ontario
1967 232 pp. Paperback - $3.50

At least one book on Canadian political parties deserves a place in every High School Library. This selection of essays deals with the history, structure, philosophies, campaigns and functions of Canadian party politics. Several authors treat the subject in a variety of ways. For example, the tensions between the federal and provincial levels of the Progressive Conservative Party are brought to light. An up-to-date picture of the New Democratic Party is presented. Of particular interest to Albertans is an analysis of the Social Credit movement. A book that would appeal to the better students.

Core References For Units VIII, IX & X

Granatstein, J. L.

Canadian Foreign Policy Since 1945
Copp Clark Publishing Company
517 Wellington Street West
Toronto 135, Ontario
1969 200 pp. Paperback - $2.50

No illustrations. Several attractive headings. Readable for most students.

Berger, C.

Issues in Canadian History
Imperialism or Nationalism - 1884-1915
1969 $2.50
Copp Clark Publishing Company
517 Wellington Street West
Toronto 135, Ontario

Treats with a period in Canadian history which is little known.

Cook, R.
et al.

Canada: A Modern Study
Clarke, Irwin & Company Ltd.
Clarwin House
791 St. Clair Avenue West
Toronto 347, Ontario
1964 Paperback - $1.90
Raises some interesting political questions. A bit difficult to read.

Holmes, J. W.

The Better Part of Valour: Essays on Canadian Diplomacy
McClelland and Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario
1970 239 pp. Paperback - $3.25
A book of essays written during the past decade, that analyze the Canadian approach to international affairs since World War II. Although it is not a book that most Grade X students will read from cover to cover, it is helpful in an examination of Canadian relations with the Commonwealth, the U.N., the U.S.A., and the world. For the more sophisticated student (the reading level is high for many Grade X students). No illustrations.

Herstein, H. H.
et al.

Challenge and Survival: The History of Canada
Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough 706, Ontario
1970 $5.90
Extremely judicious, practical readings make this book useful in an inquiry approach. Most themes are open-ended, allowing students to reach their own conclusions. Highly recommended.

Additional References For Units VIII, IX & X

Glazebrook, G. P.

A History of Canadian External Relations (Vol. I)
(Two Volumes - Carleton Library #27 and 28)
McClelland and Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario
1966 271 pp. Paperback - $3.25 (each)

Volume I uses the traditional historical treatment from 1763 to 1914. The rather long chapters with no sub-headings or illustrations of any kind would likely appeal to only a few of the better students. However, since there appears to be a lack of material available dealing with Canadian external affairs at the student level, this book deserves a place on the reference list.

Levitt, K.

Silent Surrender: The Multi-National Corporation in Canada
Macmillan Company of Canada Ltd.
70 Bond street
Toronto 205, Ontario
1970 Student Edition - $2.95

This book shows how Canada has moved gradually into a position of economic, political and cultural dependence on the United States. The author emphasizes Canada's economic dependence and fears a disintegration of our nation unless we regain effective control of our economy. Reading level is difficult.

Guenther, V. J.

American Investment - Domination or Development - (Manuscript)
J. M. Dent & Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills 404, Ontario
1971 96 pp.

Is an in-depth study of the costs and benefits to Canada of American ownership and control of Canadian resources and industries. The text contains illustrations, graphs, tables, discussion questions, footnotes, a bibliography, and pertinent quotations from authoritative sources. Written by a secondary school instructor for the secondary school student.

General References Suitable For Several Value Issues

Kerr, D. G. G. &
R. I. K. Davidson

Canada, A Visual History
Thomas Nelson & Sons
317 Lynn Avenue North
Vancouver, British Columbia
$6.50

A useful array of annotated pictures and documents depicting the history of Canada's political, economic and cultural development. Pictures are organized in such a way that they would supplement other materials rather than stand alone.

Saywell, J.

Canada Past and Present
Clarke, Irwin & Company Ltd.
Clarwin House
791 St. Clair Avenue West
Toronto 347, Ontario
1969 Paperback - $1.95

This will appeal to practically all Grade X students. Easy to read and colorfully illustrated. Excellent map in full color. Good political cartoons. Good introduction for students to Value Issues V to X. Written in humorous style.

Dominion Bureau of
Statistics

Canada Year Book
Queen's Printer
Ottawa, Ontario
Available in both English and French. Paperback

The most up-to-date source of statistics on Canadian commerce, demography, etc.

Dominion Bureau of
Statistics

Canada 1970 - The Official Handbook
Queen's Printer
Ottawa, Ontario
Available in both English and French Paperback - $1.50

The most up-to-date source of statistics on Canadian commerce, demography, etc.

Kerr, D. G. G.

Historical Atlas of Canada
Thomas Nelson & Sons
317 Lynn Avenue North
Vancouver, British Columbia
1966 Available in both English and French
Paperback - $3.35

An invaluable source of maps, graphs, and charts tracing Canada's geographic, political, and economic development. Highly detailed graphics are accompanied by written narrations.

Varennes, Jean de
& Jean Lavallée

Holt World Atlas
Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
1970 Available in French $6.95

Colorful and accurate representation of all the areas of the world, including physical, sociological, geographical and topographical features. Large scale maps of selected Canadian cities, including Edmonton. Approximately half the book deals with North America, especially Canadian regions.

Harris, C. J. (Ed.)

Quick Canadian Facts - The Canadian Pocket Encyclopedia Annual
Quick Canadian Facts Ltd.
Box 699, Terminal A
Toronto 116, Ontario
Pocket Edition - $0.95

Soft cover. Handy reference in table form. Excellent as a ready reference during class discussions.

Morgan, F.

Pollution - Canada's Critical Challenge
Ryerson Press
299 Queen Street W.
Toronto 133, Ontario
1970

A very factual paperback which is a critical examination of Canadians' use and abuse of soil, water and air. The author exposes the difficulties that local environments face in coping with the increasing waste products of cities, industries, and vehicles. The book ends with a look to the future.

Shaping Canada's Environment Series
Ryerson Press
299 Queen Street West
Toronto 133, Ontario
1969 $4.95 for each title

Richardson, E. R. et al.

Developing Water Resources

This could be looked upon as two case studies in development: the St. Lawrence Seaway and the Columbia/Peace Power Projects. The reader will be treated to high engineering feats plus a brief look at the political machinations that backgrounded both cases. Both the hopes and the realities are discussed as results, with the reader left to make up his own mind as to whether or not it was all worth it. There are some interesting historical tidbits and Canadian-American relations are ever-present.

Gray E.

Impact of Oil

This book is very readable at the Grade X level. It is a concise compilation of the development of the petroleum industry in Canada dealing with areas such as exploration, financing, marketing and future potential. The written sections are backed up by well-illustrated pictures, maps, charts and diagrams, most of the latter being based on 1967 statistics. This book of 131 pages also contains a glossary of oil terms and a detailed bibliography.

Non-Print Materials

For a listing of films, filmstrips, audio-tapes, and video-tapes, the teacher is requested to study the catalogs of the Audio-Visual Services Branch, Department of Education. Teachers in Calgary and Edmonton are asked to study the catalogs of their own instructional media centers respectively.

ETUDES SOCIALES - DIXIEME ANNEE

Références suggérées

On peut se procurer les références suggérées au School book branch par commande speciale.

	Prix approximatif
Centre de Pédagogie et de Psychologie, 260 ouest rue Faillon, Montréal 10	
L'Amerique et le Canada, Volume III, Collection Pierre Dagenais (relié)	$3.00
La Collection-Heroux-Lahaise-Vallfrand	
1. La Nouvelle France	4.80
2. L'Amérique du Nord Britannique 1760-1815	2.40
3. L'Amérique du Nord 1815-1867	
Atlas Historique du Canada de D. G. G. Kerr, Traduction de Pierre Tousignant	7.00
Librairie Dussault, 366 rue Dalhousie, Ottawa	
Le Canada par Louis-Edmond Hamelin, Collection Magellan	6.20
Mon Pays, Quebec ou le Canada par Solange Chaput-Roland	
Editions du Renouveau Pédagogique, 8955 boul. St-Laurent, Montréal 11	
Histoire du Canada 1534-1968 par Denis Vaugeois et Jacques Lacoursière	5.00
Le Canada (Geographie Contemporaine) par Hamelin-Grenier	
Editions Fides, 245 est boul. Dorchester, Montréal	
Histoire du Canada par les Textes	
Tome I (1534-1854) par Guy Frégault et Marcel Trudel	3.00
Tome II (1855-1960) par Michel Brunet	3.00
Le Boreal Express (Journal d'histoire du Canada)	7.50
Tome I (1524-1760)	
Tome II (1760-1810)	
Tome III à paraître ... (1810- 1841)	7.50
Guerre a la Pauvrete par Cardinal Léger, 1966	0.25
Faut-il Inventer un Nouveau Canada par Jacques Cotnam	3.00

Queen's Printer, Ottawa

Annuaire du Canada (Canada Year Book)	$4.00
Canada 1970 (Le condensé de l'Annuaire du Canada)	1.50
Cahiers de la Citoyennete Canadienne	
Notre Pays	0.35
Nos Resources	0.75
Les Arts au Canada	1.50
Nos Institutions Politiques	0.50
Defi Pose par la Croissance et le Changement, Cinquième exposé annuel - Conseil Economique du Canada	2.75
Politiques Canadiennes de Rajustement Rural, Etudes des répercussions économiques des programmes ARDA, PFRA et MMRA par Helen Buckley et Eva Tinanyi	2.25
Conférence Constitutionnelle: Délibérations Première réunion, février 1968, "Les Disparités régionales" pp. 334-466	4.00
L'Economie Canadienne des Années 1960 aux Annees 1970 Quatrième exposé annuel - Conseil Economique du Canada, Chapitre 7: "Le défi causé par une croissance urbaine rapide" pp. 187-245	2.75
Migration à l'interieur du Canada par Isabel B. Anderson, Etude No 13 préparée pour le Conseil Economique du Canada	1.60
Perspectives 1975, Sixième exposé annuel - Conseil Economique du Canada, septembre 1969, Chapitre 7: La pauvreté	
Disparites Interregionales du Revue par S. E. Chernick, Etude No 14	1.40
Canada - Un Siècle (1867-1967)	2.00
Les Rameaux de la Famille Canadienne	3.00
Comment Fonctionne le Parlement par E. Russell Hopkins	0.50
La Constitution Canadienne par W. J. Lawson	0.50
Le Parlement du Canada	0.35
Texte de la Loi Fédérale de juillet 1969 sur les Langues Officielle, Secretariat d'Etat, Ottawa	
Rapport de la Commission Royale d'enquête sur le Bilinguisme et le biculturalisme (Essential)	
Livre I: *Les Langues Officielles*	3.00
Livre IV: *Les Autres Groupes Ethniques et Leur Apport à l'enrichissement Culturel du Canada*	4.00
Le Canada vu par les Jeunes de 13 à 20 Ans, Etude de la Commission Royale d'enquete sur le bilinguisme et le biculturalisme	1.50

Editions du Jour, 3411 rue Saint-Denis, Montréal

Disparites Regionales d'une Societe Opulente, Conférence annuelle de l'Institut Canadien des Affaires Publiques	2.00
Le Guerre à la Pauvrete par Louis Beaupré, Introduction de Gérard Pelletier	2.00
Une Ville à Vivre, Une colloque sur l'habitat urbain d'aujourd'hui et de demain	2.50
Le Canada Face à l'Avenir: Un Pays qui s'Interroge, Institute canadien des Affaires publiques	2.00
Chers Ennemis par Gwethalyn Graham et Solange Chaput-Roland	1.75

Le Centre Catholique de l'Université Saint Paul, 1 rue Stewart, Ottawa 2

Vers l'Unicite	
Le Loisir, Collection l'Expo Interroge les hommes	0.25

Les Editions HMH, 280 ouest Craig, Montréal 126

Quebec - Canada Anglais: Deux Itineraires, un Affrontement par Michel Brunet	3.75
Le Sphinz Parle Français: Un Canadien anglais s'interroge sur le problème québécois, par Ramsay Cook, traduit par François Rinfret	2.50
Le Federalisme et la Societe Canadienne-Française par P. E. Trudeau	

Les Editions de l'Homme, 1130 est, rue de la Gauchetière, Montréal

Egalité ou Independance par Daniel Johnson	2.00

Librarie Hachette (Canada) Ltée, 554 est, rue Ste-Catherine, Montréal 132

L'Urbanisme et la Cité par Michel Ragon	1.20

Presses Universitaires de France

(Canada: Le Coin du livre, 363 Dalhousie, Ottawa)

Geographie Urbaine par Pierre George, 1969	6.95

Oxfam-Canada, 4795 ouest, Ste-Catherine, C. P. 10, Montréal 215

Feuilles d'information sur le développement internationale, Oxfam-Canada, Séries, A, B, C, D, E et F — 0.20 la série

Information Canada, Publications Division, Ottawa

Rapport Annuel de l'ACDI
1. Administration
2. Direction de la formation professionnelle et technique
3. Méthodes d'achat
4. Programme d'aide aux Antilles du Commonwealth

Developpement International, Revue de l'ACDI

Payot, 106 Boulevard, St. Germaine, Paris 6, France

(Canada: Librairie Champieny, 4474 rue Saint-Eenis, Montreal 131)

Les Problemes de la Croissance du Tiers-Monde par M. Falkowski — 3.95

CHAPTER FOUR

20 WORLD PROBLEMS AND ISSUES

Preamble

The Social Studies 20 course includes the following two units which are structured by the Department of Education and allows one-third time for the study of problems that are of current interest to students and teachers. The two structured units and the problems of current interest may be taken in any time sequence which the teacher deems suitable.

UNIT I: POPULATION AND PRODUCTION

A. Major Problem: Can the earth support its growing population?

B. Objectives

The objective of this unit is to develop an awareness of a continuing concern for and a rational approach to problems that arise out of the population increase and scarcity of resources.

C. Definition of the Problem Through Development of Concepts

Is there a scientifically-measured basis for the widely-expressed fears of a "population explosion", or is there a "credibility gap"?

1. Viewpoints - philosophical, economic, scientific, historical and theological sources

2. Population distribution and growth

3. Systems of production:
   a. primary
   b. secondary
   c. tertiary

   As seen through case studies

4. Systems of economy:
   a. subsistence
   b. transitional
   c. commercial

5. Relationship between population and resources:
   a. optimum population
   b. over-population
   c. maximum population
   d. under-population
   e. minimum population

D. Issues Relating to "Population and Production"

1. Issue: Can the poor nations of the world expect to achieve a higher standard of living?

   a. Demographic transition

      (1) Does society have a right and/or duty to exercise population control measures?

   b. Vicious circle of poverty

      (1) Does society have a right and/or duty to produce food and develop resource potential in all areas where production and development are possible, even if this production and development result in breaking traditional, moral, religious, or economic barriers?

As seen through case studies

2. Issue: Should the "revolution of rising expectations" be encouraged?

   a. International aid and trade

      (1) If the underprivileged segments of our national society have a right to receive assistance from the national economy, is it desirable that the same principle be applied to the international level?

E. Criteria for the Selection of Case Studies

1. Societies may be selected from any geographical area, past or present.

2. Selected societies or themes must have clearly recognizable problems of population and production.

3. Research data conclusive to inquiry learning must be available.

4. Care must be exercised to avoid overlap with themes studied at previous or succeeding grade levels.

UNIT II: CHANGE VERSUS TRADITION

A. Major Problem: Have traditions and departures from traditions served to enhance the dignity of man?

B. Objectives

1. To show that the most intrinsic values of a people are subject to influence and eventual change as a result of cultural variations, and that these same forces are operative in any society, historic or modern.

2. To show that any society experiences the forces of change and how its traditions have yielded to, and resisted these forces.

3. To show the inter-relationship of cultural patterns and values.

4. To be able to identify the values of a society and understand how these values influence the activities of the society.

C. Definition of the Problem Through Development of Concepts

1. The phenomenon of change (concept):
   a. Can a society be immune to change?
   b. Are changes always in conflict with traditions?
   c. Evolution vs. revolution
   d. What is the role of values re change vs. tradition?

2. Forces of changes (causes):
   a. intellectual, e.g., philosophic basis
   b. cultural, e.g., Renaissance
   c. technological, e.g., Industrial Revolution
   d. biographic figures, e.g., Alexander
   e. natural phenomenon, e.g., climate

3. Consequences of change vs. tradition:
   a. redefinition of values

D. Themes Illustrative of the Problem, "Tradition vs. Change"

Teachers may choose from the following themes those which seem best to attain the above objectives. The number of themes to be developed is left to the discretion of teachers.

1. Theme: Religion

   a. Sample Issues

      (1) ecumenism vs. sectarianism
      (2) individual morality vs. institutional morality
      (3) missions and missionaries (various religions)
      (4) relationship between church and state

   b. Sample Value Questions

      (1) Does organized religion fulfill a need in a society?

      (2) Should the multiplicity of religious beliefs and practices be maintained?

2. Theme: Social Groups

   a. Sample Issues

      (1) individual vs. group conformity
      (2) family vs. communal living
      (3) caste system vs. social mobility
      (4) elite vs. the masses

   b. Sample Value Questions

      (1) Is the form and function of the family valid in its society?

      (2) Is a classless society desirable?

3. Theme: Law

   a. Sample Issues

      (1) freedom vs. control
      (2) conscience and conformity
      (3) rights vs. responsibilities
      (4) liberalism vs. absolutism

   b. Sample Value Questions

      (1) What should be the degree of control or freedom in a society? (e.g., Hobbes, Locke)

      (2) Do the citizens of a society have the responsibility for the functioning of the laws?

4. Theme: Creative Expressions (Art Forms)

   a. Sample Issues

      (1) traditional vs. emerging forms
      (2) idealism vs. materialism
      (3) aesthetic vs. practical
      (4) quality vs. quantity in living
      (5) freedom of expression vs. censorship

   b. Sample Value Question

      (1) Should new forms of creative expression be encouraged?

5. Theme: Education

   a. Sample Issues

      (1) indoctrination vs. objectivity
      (2) mass vs. elite education
      (3) functional vs. liberal

   b. Sample Value Questions

      (1) Does liberal education create a better society?

      (2) Should education challenge or reinforce the values of a society?

In addition to, or in place of, the above themes, teacher and students may wish to consider value issues which arise in connection with themes such as:

   a. tribalism - nationalism - internationalism
   b. industrialization
   c. communication and transportation
   d. colonialism
   e. etc.

E. Value Questions (Summary)

1. Should a society attempt to maintain its traditions?

2. What is the relevance of change and/or tradition to:
   a. society?
   b. me?

3. What should be the criteria for accepting change?

F. Criteria for Selecting Societies and Themes to be Studied

1. Societies may be selected from any geographical area, past or present.

2. Selected societies or themes must have clearly recognizable forces of tradition and change.

3. Research data conclusive to inquiry learning must be available.

4. Care must be exercised to avoid overlap with themes studied at previous or succeeding grade levels.

REFERENCES

No single school will be able to purchase all the materials in the following list. Teachers must exercise discretion in selecting those materials that seem best able to fulfill the specific aims and objectives of the school's social studies program.

Print Materials

Prices are approximate and subject to change. They are included here to serve only as general guidelines.

It is recommended that no more than five copies per class of any one title be purchased.

These books will be available through the School Book Branch on special order.

References for Unit I

Ward, B. *The Lopsided World*
W. W. Norton & Co.
Canadian Agent is:
George J. McLeod Ltd.
73 Bathurst Street
Toronto 135, Ontario
1968 Paperback - $1.25 (American Price)
Contains new material and discussion on rich and poor nations. The author compares the "Atlantic" third to the wealthy and privileged class of the last century. As the rich and poor of a nation learned to share wealth and respect, to their mutual benefit, so must the rich and poor nations of the world community.

Ward, B.

The Rich Nations and the Poor Nations
Canadian Broadcasting Corp.
P. O. Box 500
Terminal A
Toronto 116, Ontario
1961 $1.50 - C.B.C. Price
$1.25 - American Price (W.W. Norton & Co.)
Six talks for C.B.C. Radio dealing with problems and development of the poor nations.

Clarke, J.I.

Population Geography
Pergamon Press
Suite 318
207 Queen's Quay West
Toronto 2, Ontario
1968 Text - $4.95 (American Price)
Topical discussions on all the concepts of population geography; contains definitions, illustrations, graphs, etc.

Young, L.B.

Population in Perspective
Oxford University Press
70 Wynford Drive
Don Mills, Ontario
1968 Paperback - $4.95 (American Price)
A book of readings divided into four major parts: biological factors, economic and political factors, religious and social factors, and prospects for the future. Excellent reference book.

Cook, R.C. &
J. Lecht

People 1: An Introduction to the Study of Population
Columbia Books, Inc. Pubs.
Suite 300
917 - 15 Street N.W.
Washington, D.C. 20005
1968 $1.50
A secondary school reader consisting of general issues of the population problems.

Smith, P.J.

Population and Production
J. M. Dent & Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills 404, Ontario
1967 $2.00
A secondary school reader dealing with world patterns and trends of population and production and case studies illustrating such trends and resultant problems.

Feder, B.

Can the Earth Support Its Growing Population
American Book Co.
Canadian Agent is:
Van Nostrand Reinhold Ltd.
1410 Birchmount Road
Scarborough 733, Ontario
1968 $0.75
A discussion book with facts, charts, graphs and viewpoints. Issue questions are followed up by relevant data for discussion.

A Sourcebook on Population
Population Reference Bureau, Inc.
1755 Massachusetts Avenue
Washington, D.C. 20036
1969
A comprehensive annotated bibliography; also contains a guide to population organizations and a glossary of common demographic terms.

Heer, D.M. (Ed.)

Readings on Population
Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough 706, Ontario
1968 $4.50 (American Price)
An anthology of articles on the history of population growth, population distribution and density, mortality, fertility, migration and population policy. A reference book.

Bardach, J.

Harvest of the Sea
Fitzhenry & Whiteside Ltd.
150 Lesmill Road
Don Mills, Ontario
1968 Paperback - $1.95 (American Price)
Explores the possibility of the sea as a source of food.

Laffin, J.

The Hunger to Come
Abelard-Schuman Canada Ltd.
228 Yorkland Boulevard
Willowdale 425, Ontario
1966 $4.95 (American Price)
Laffin believes we are losing the battle to feed the world's people. He urges a combined attack: birth control and increased food production. Fast reading.

Mudd, S. (Ed.)

The Population Crisis and the Use of World Resources
Humanities Press, Inc.
303 Park Avenue South
New York, New York 10010
1964 $11.00 (American Price)

A large collection of scholarly essays and articles on various phases of the problem: economic, social, biological, political and regional. Good reference for mature students.

Hull, Oswald

Geography of Production
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1969 $6.50

A very complete account of the geography of production - an encyclopedia of information on world production. Recommended as a teacher reference.

Ehrlich, P.

Population Bomb
Ballentine Books of Canada Ltd.
Suite 414
394 Bay Street
Toronto, Ontario
1968 Paperback - $1.00

This is a startling and arresting book, written by a professor of biology who is also Director of Graduate Studies for the Department of Biological Sciences, Stanford University. Chapter headings and sub-headings include: "The Problem, Too Many People, Too Little Food," the "death-rate" solution, What is Being Done?, What Needs to be Done, and What You Can Do. While it may be sensational, it is thoroughly documented and includes several pages of footnotes and an extensive bibliography. The list of mankind's inalienable rights should be read and remembered by all students.

Malthus, T.

On Population
Random House of Canada Ltd.
370 Alliance Avenue
Toronto 334, Ontario
1958 $2.69 (American Price)

Three original essays dealing with historical observations, theories, moral values and examples dealing with population problems.

References for Unit II

Martin, H.W., et al.

Man's Search for Values
W. J. Gage Ltd.
1500 Birchmount Road
Scarborough 733, Ontario
1966 326 pp. $4.50 (American Price)
A secondary school reader in three parts. Part one deals with Man and Society, part two deals with Man and War, and part three with Man and the Unknown. The whole book is devoted to helping students clarify values.

Fabun, D.

The Dynamics of Change
Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough 706, Ontario
1969 $4.95
This book deals with forces causing world wide change in culture, in production, in communication and transportation, in automation, etc. It is a book for able students and/or might serve as a teacher reference.

Creal, M.

The Dynamics of Revolution: France - 1789-1794
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1970 $0.90
A discussion booklet on the causes and events of the French Revolution. Contains original source materials.

Creal, M.

The Idea of Progress: The Origins of Modern Optimism
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1970 $0.90
A discussion booklet on the idea of progress and changing attitudes. Contains original source materials.

Sources of History Series

Derry, J.W.
Parliamentary Reform
1969 $1.10
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
This book deals firstly with the traditional Parliament and traces historical reform movements and emergence of democracy in Britain.

Reid, W.S. (Ed.)
The Reformation - Revival or Revolution
Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
1968 $2.25 (American Price)
Discussion book of anthology on Protestant, Catholic and Secular viewpoints on the Reformation.

Hay, D. (Ed.)
The Renaissance Debate
Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
1965 Paperback - $2.25 (American Price)
Original source materials from Renaissance personalities.

Parry, H.
The Individual and His Society: Alcibiades - Greek Patriot or Traiter?
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1969 $0.90
A discussion booklet to help students clarify their values on the question of individual conscience and rights versus the interest of the state, society and law and order. A case study approach.

World History Through Inquiry Series

Massialas, B.G. & J. Zevin
Social Structure
1969 Paperback - $1.28 (American Price)
W. J. Gage Ltd.
1500 Birchmount Road
Scarborough 733, Ontario
An inquiry into how societies are structured and their expressed values. The booklet provides various kinds of evidence from many societies for students to analyze.

Curriculum Resource Books Series

Cottingham, M.E. & A. J. Lower
Renaissance to Revolution
1968 $1.10
McClelland & Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario
Contains original materials on Renaissance, Reformation and Revolution (1475-1842).

Cottingham, M.E.
East and West
McClelland & Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario
1966 $1.35
Selected source materials from the Fall of Rome to 1700, on the civilizations of the Far East, on Europe in the Middle Ages, on the transition from Medieval to Modern times in Europe, and on the European Renaissance.

Ricker, J.C. & J. Saywell
Europe & Modern World - Volume II
1969 $6.95
Clarke, Irwin & Co. Ltd.
Clarwin House
791 St. Clair Avenue W.
Toronto 347, Ontario
Descriptive information on major themes in European history. Motivates inquiry. Powerfully written, beautifully illustrated and well documented.

Trueman, J., et al.
Modern Perspectives
Ryerson Press
299 Queen Street W.
Toronto 133, Ontario
1969 $5.25
A Canadian text of the traditional type but information is interestingly presented. A number of extracts from the press of the period relieve the monotony of the historical record.

Good, J.
Shaping of Western Society
Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
1968 $5.56
An excellent reference based on readings from a wide variety of sources. Emphasizes the inquiry approach.

Fenton, E. — *32 Problems in World History*
W. J. Gage Ltd.
1500 Birchmount Road
Scarborough 733, Ontario
1968 240 pp. $2.70
An excellent book of source readings on historical problems, including problems on the Social Studies 20 course.

Giacomo, J.J. — Conscience and Concern Series
Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
1969
A series of discussion paperbacks and treats with problems in a modern society, i.e., the United States. Illustrations and value questions to help students clarify their personal and social values.
Unit 1 - $0.92 (American Price)
Unit 2 - $1.16 "
Unit 3 - $1.16 "
Unit 4 - $0.88 "
Unit 5 - $1.16 "
Unit 6 - $1.16 "

Modernization of Traditional Societies Series
Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough 706, Ontario
$2.50 for each title
A series which deals with the problems inherent in modernizing society. For able students.

Halpern, J.M. — *The Changing Village Community*
1967 136 pp. Paperback

Stanley, U. Jr. — *Work in Traditional and Modern Society*
1970 Paperback

Eisenstadt, S.N. — *Modernization: Protest and Change*
1966 166 pp. Paperback

Moore, W.E. — *The Impact of Industry*
1965 128 pp. Paperback

Belshaw, C.S. — *Traditional Exchange and Modern Markets*
1965 160 pp. Paperback

The Impact of Modernization on Traditional Societies
American Universities Field Staff, Inc.
3 Lebanon Street
Hanover, New Hampshire 03755
$0.24/5 booklets

In-depth reports about foreign affairs; reports focus primarily on Asia, Africa, and Latin America where they provide authoritative insights into the changing political, economic, and social structures of many of the world's developing societies.

Aq Kupruk: A Town in North Afghanistan
The Blacks of Choco: Race, Culture, and Power in Quibdo
A Desert Scavenger: A Story of the Moroccan Sahara
La Parada, Lima's Market, Part I: A Villager Who Met Disaster
La Parada. Lima's Market, Part II: Serrano and Crillo, the Confusion of Race with Class
La Parada, Lima's Market, Part III: Criollo, a Study of Assimilation
Ahmadou's World, A Case Study of a Voltaic Immigrant to the Ivory Coast
Thief-man, Crime and the Treatment of the Criminal in the Ivory Coast
City Lights, The Urbanization Process in Abidjan
Life in a Callejon, A Study of Urban Disorganization
Witchcraft and Sorcery in Tanzania, Part I: Perspectives
Witchcraft and Sorcery in Tanzania, Part II: Biography of a Witch-finder
Change on the Altiplano, A Success Story of Land Reform and Technological Innovation in a Bolivian Village
Miracles with New Rice Technology, Improved Varieties and Techniques Benefit Philippine Farmers
India's Bovine Burden, Dairy Co-operatives in a Tradition-ridden Society
Half Empty - or Half Full? Impressions of India Revisited
Mass Media in Morocco, In Morocco Information Still Travels Best by Word of Mouth
Xatiao, The History and Problems of a Laotian Newspaper
Free Press in Afghanistan
Modes of Modernization in Southeast Asia

Egan, K.

The Tudor Peace
Musson Book Company
30 Lesmill Road
Don Mills, Ontario
A reference to that particular period in history. Has a programmed approach.

Dustan, M. &
P.W. Garlan

Worlds in the Making
Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough 706, Ontario
1970
A general anthology of titles dealing with urban issues.

Non-Print Materials

For a listing of films, filmstrips, audio-tapes, and video-tapes, the teacher is requested to study the catalogs of the Audio-Visual Services Branch, Department of Education. Teachers in Calgary and Edmonton are asked to study the catalogs of their own instructional media centers respectively.

CHAPTER FIVE

30 WORLD PROBLEMS AND ISSUES

The Social Studies 30 course includes the following two units which are structured by the Department of Education. One-third of instruction time may also be devoted to the study of problems which are of current interest to students and teachers. The two structured units and the problems of current interest may be taken in any time sequence which the teacher deems suitable.

The associated value issues listed in the structured units are intended to be examples only and teachers and students should feel free to use these or other issues which are of concern to them.

UNIT I: ECONOMIC AND POLITICAL SYSTEMS

I. Economic Systems

A. General Features of Economic Systems

1. The basic problem of scarcity

2. The basic economic questions

a. What should be produced?
b. How should it be produced?
c. For whom should it be produced?

B. Change in Economic Systems

C. Economic Models - Economic Systems in Their Basic Form Showing Relationship Among Elements

1. Market
2. Command
3. Traditional

D. Value Positions Associated With Each System

1. Chief Value Issue: Which economic system is best?

a. Associated Value Issues

(1) To what extent should an economic system emphasize individual freedom or group security?

Suggested Value Questions

- Should economic systems tolerate extremes of wealth and poverty?
- Should an economic system encourage individual initiative?
- Should an economic system emphasize competition?

(2) To what extent should an economic system emphasize individual freedom or economic efficiency?

Suggested Value Questions

- Is supply and demand the most efficient way of apportioning resources?
- Should the state have the right to expropriate private property?
- Should an individual's occupation be chosen or assigned?

(3) To what extent should an economic system stress growth or security?

Suggested Value Questions

- Should technological change be allowed to endanger the stability of existing society?
- Should man always attempt what is technologically possible?
- Should man use resources now if future shortages are predictable?

II. Political Systems

A. General Features of Political Systems

1. Why do political systems exist?

2. The basic political problems all political systems must provide

a. a means for selection and control of leaders
b. for response to demands
c. a process of decision-making
d. institutions to maintain the systems
e. for enforcement of decisions
f. a citizen-state relationship

B. Political Models - Political Systems in Their Basic Form Showing Relationship Among Elements

1. Totalitarian polity
2. Democratic polity
3. Traditional polity

C. Value Positions Associated With Each System

1. Chief Value Issue: Which political system is best?

a. Associated Value Issues

(1) Who should rule - where should political power lie?

Suggested Value Questions

- How should leadership change?
- What qualities should a leader possess?
- Who is the best citizen?

(2) To what extent should a political system emphasize individual freedom or group welfare?

Suggested Value Questions

- Should man have inalienable rights?
- Should society have the power to force an individual to act against his conscience?

(3) To what extent should a political system stress change or stability?

Suggested Value Questions

- Can society preserve its values in the face of changing conditions?
- How should conflict be resolved?

III. Analytical Case Studies of Economic and Political Systems

Suggestions for the Examination of Case Studies

1. The purpose of the case studies is to apply the concepts developed in the previous sections of the unit.

2. Wherever possible, students should be expected to make value judgements about ideas developed in the case studies.

3. Students should identify the various adaptations of theory to actual situations.

4. Teachers should establish a working model for evaluating the various features of economic and political systems in the case studies.

UNIT II: CONFLICT AND CO-OPERATION

I. International Conflict

A. Basic Reasons for International Tension/Conflict

1. Ideological
2. Economic
3. Political
4. Cultural
5. Religious

B. The Nature of War in the 20th Century

1. Attitudes toward war
2. Kinds of war
3. Technology in war
4. Course or war

a. initiation
b. interaction
c. termination

C. Effects of War

1. Political
2. Economic
3. Cultural

D. Case Studies of a Variety of Wars Which Have Occurred in the 20th Century to Illustrate the Ideas Examined in the Preceding Sections of the Unit

E. Value Positions Associated With International Conflict

1. Chief Value Issue: Is war a legitimate means of settling disputes among nations?

a. Associated Value Issues

(1) Should nations arm?

(2) Should an individual be required to fight in a war in which his nation is participating?

(3) Should a nation-state use its most potent weapons in a war?

(4) Should the responsibility for war be determined and punishment imposed?

II. International Co-operation

A. Basic Reasons for International Co-operation

1. Economic
2. Political
3. Cultural

B. Nature of International Co-operation in the 20th Century

1. Attitudes towards co-operation
2. Kinds of co-operation
3. Effect of technology on co-operation

C. Results of International Co-operation in the 20th Century

1. Human welfare
2. Security

D. Case Studies of a Variety of Examples of International Co-operation in the 20th Century to Illustrate the Ideas Examined in the Preceding Sections of the Unit

E. Value Positions Associated With International Co-operation

1. Chief Value Issue: Are supranational bodies the answer to international conflict?

a. Associated Value Issues

(1) Should man's loyalty be to the state or to the world?

(2) Should nation-states be sovereign?

REFERENCES

No single school will be able to purchase all the materials in the following list. Teachers must exercise discretion in selecting those materials that seem best able to fulfill the specific aims and objectives of the school's social studies program.

Print Materials

Prices are approximate and subject to change. They are included here to serve only as general guidelines.

These books will be available through the School Book Branch on special order.

Core References

The four books listed below are intended to form the basis for the course to cover the two units Economic and Political Systems and International Conflict and Co-operation.

These books present theory reading and illustrations and should be combined to constitute the basic material.

Consideration should be given to purchasing, in class sets, one or more of the books listed.

Gwynne-Timothy, J.

Quest for Democracy
Volume II - *People and Power in an Age of Upheaval*
1970 $2.75
McClelland & Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario

This book deals with the history of Europe since 1919. The material is broken down so that the major continental powers are discussed in expository fashion as they react to the challenges of the 20th Century. The book includes illustrative maps and pictures, as well as a selective group of readings.

Rogers

Inside World Politics
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1969 $4.95

Well suited to portray basic concepts of the course. Note that this book is of value to both units: Economic and Political Systems and International Conflict and Co-operation. Consists of many short, well-illustrated readings. Inquiry oriented. Good balance, including Canadian content.

Gyorgy, A. &
G. Blackwood

Ideology in World Affairs
Blaisdell Publishing Co.
Canadian Agent is:
Ginn & Co.
35 Mobile Drive
Toronto 375, Ontario
1967 328 pp. Paperback - $3.75

This book examines the concept of ideology and the differing interpretations of ideology. Extended theory and illustrative case studies are provided for each of the major political thought systems.

Tinder, Glenn

Political Thinking: The Perennial Questions
Little, Brown & Co.
(Canada) Ltd.
Hollinger House
25 Hollinger Road
Toronto 374, Ontario
$3.50

This book objectively examines, in simple terms, philosophical questions basic to ideology, and the alternative responses that great thinkers have formulated. The book is very useful for identifying value positions related to various responses to key political questions, as well as a good "take-off" point for further study by interested students.

Supplementary References

The references in this list can be used to supplement the materials in the core group. Teachers and students should experiment with a variety of materials which appeal to various interest and ability levels. A selection of these references should, therefore, be available to each class. The references are suitable for both cognitive and inquiry purposes and selection should be made to accommodate each of these factors.

Reid, T.E.

Contemporary Canada Readings in Economics
Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
$5.10

This book contains ninety readings illustrating the Canadian economic system, particularly in relationship to private enterprise and socialism. The articles cover many of the issues of the day, including costs and prices, strikes, poverty, tariffs, international economics and the role of the consumer. Inquiry-oriented. Also listed for the Social Studies X course.

Powrie, T.L.

Political and Economic Systems
J. M. Dent & Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills 404, Ontario
1967 $1.90

In order to explain Economic and Political Systems the author uses models of the market and command systems and models of the democratic and dictatorial politics. The models are easy to understand and give the basic information, however, the readings or case studies need improving and updating.

Ebenstein

Today's Isms
Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough 706, Ontario
1967 $5.00

This book is a discussion of the four main isms - communism and fascism on the totalitarian side, capitalism and socialism on the democratic side. The roots of each system are given close attention in order to set forth the appeals of each. Mature reading level.

Feder, B.

Viewpoints in World History
(A series of booklets taken from basic book)
Van Nostrand Reinhold Ltd.
1410 Birchmount Road
Scarborough 733, Ontario

A series of booklets each dealing with a specific topic. The material is presented in such a way as to get the student to draw his own conclusions. Generally speaking, the material is very stimulating.

What Were the Causes of the"New Imperialism"?, and How Did China Become a Victim of Imperialism - $0.80
How Did Japan Avoid Becoming a Victim of Imperialism? - $0.75
What Direction for Emerging Africa? - $0.80
What Were the Causes of World War I? - $0.75
How Did the Communists Seize Power in Russia? - $0.75
The Rise of the Nazi Horror: Who Was Responsible? - $0.80
How Did Cuba Became a Communist Stronghold? - $0.75
The Nuclear Arsenals: Security or Suicide? - $0.75
The Arab-Israeli Conflict: Whose Fault? - $0.80
The United Nations: "Man's Best Hope for Peace"? - $0.75

Hill, C. P. &
G. H. Fell (Eds.)

The Archive Series
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
$1.15 for each title
(Also listed as $1.00 each)

These booklets provide historical source material, including extracts from newspapers, letters, speeches, diaries, treaties, novels and autobiographies. Inquiry-oriented.

Phillips, D. M. — *Hitler and the Rise of the Nazis*
Stacey, F. W. — *Lenin and the Russian Revolution*
Gregory, D. — *Mussolini and the Facist Era*
Stacey, F. W. — *Stalin and the Making of Modern Russia*

Crowley, D.

The Background of Current Affairs - (5th edition)
Macmillan Comapny of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1970 $3.25

An up-to-date account of world events since World War II. Mature reading level.

Ebenstein, W.

Totalitarianism: New Perspectives
Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
1962 $1.50

A simplified description of totalitarian systems. Valuable in developing some understanding of necessary terms and concepts.

Public Issue Series
American Education Publications
Xerox Education Division
55 High Street
Middletown, Conn. 06457
$0.30/booklet for ten or more

The material is presented in the form of readings designed to stimulate thought and discussion. The materials are applicable to both units. Easy reading level.

Nazi Germany
Communist China
20th Century Russia
The Limits of War
Organizations Among Nations

Gilbert, Martin

Recent History Atlas
Collier-Macmillan Canada Ltd.
539 Collier-Macmillan Drive
Galt, Ontario
$2.95

This is a collection of maps designed to show the historical development of the last hundred years. The quality of the maps is excellent.

Catchpole, Brian

Map History of the Modern World
Bellhaven House Ltd.
1145 Bellamy Road
Scarborough 707, Ontario
$2.75

This is another collection of maps which traces the history of the 20th Century. This atlas contains more descriptive material for each map than the one by Martin Gilbert.

Archer

The Dictators
Bantam Books of Canada Ltd.
888 Dupont Street
Toronto 174, Ontario
1967 $0.75

Biographical starting point in the studying of dictators (eighteen) and policies. The information presented would be within the reading level of virtually all students.

Rieben & Nelson

The U.S.S.R. & Communism
W. J. Gage Ltd.
1500 Birchmount Road
Scarborough 733, Ontario
1964 $3.50

A collection of readings dealing with pre- and post-revolutionary Russia. Recommended as a secondary reference.

Aberg, S.E.

Woodrow Wilson and the League of Nations
Scholastic Book Service
123 Newkirk Road
Richmond Hill, Ontario
$1.00

An examination of the founding of the League of Nations. Source materials, documents, and readings have been organized in order to stimulate the student's curiosity and thinking.

Gillette, R.W.

Appeasement in the 1930's
Scholastic Book Service
123 Newkirk Road
Richmond Hill, Ontario
$1.00

An examination of the critical events of the 1930's which led to World War II. The style used is similar to the one used in the book by Aberg dealing with the League of Nations. There are special teachers' editions for both of these books published by Scholastic Book Service.

Campsie

Conflict & Co-operation
J. M. Dent & Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills 404, Ontario
1967 $1.95

Consideration of events of the 19th and 20th Centuries.

Baker, Paul

The Atomic Bomb
Holt, Rinehart & Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
$2.50

The booklet presents material examining the motives behind the use of the atomic bomb on Hiroshima and the controversy which developed after its use.

Waite, Robert

Hitler & Nazi Germany
Holt, Rinehart & Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
$2.50

The booklet is a collection of readings dealing with Hitler himself and explaining his rise to power and what he did once in power.

Musman, Richard

Hitler & Mussolini
Clarke, Irwin & Co. Ltd.
Clarwin House
791 St. Clair Avenue W.
Toronto 347, Ontario
1968 $1.50

An examination of the lives of these two individuals and what they did for and to their countries. The material is presented in a style which is readable for the average and below average student.

Musman, Richard

The First World War
Clarke, Irwin & Co. Ltd.
Clarwin House
791 St. Clair Avenue W.
Toronto 347, Ontario
1968 $1.50
One of a series of books dealing with events in the 20th Century. The material is presented in the same style as used in the author's book on Hitler and Mussolini.

Gilbert, Martin

The Second World War
Clarke, Irwin & Co. Ltd.
Clarwin House
791 St. Clair Avenue W.
Toronto 347, Ontario
1970 $1.50
Another in the series of books described above.

The Making of the 20th Century
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1968 $2.95 each
A series of books, each dealing with one particular problem in the 20th Century. Pertinent titles include:
Fascism in Italy
Weimar and the Rise of Hitler
The Approach of War - 1938-39
The Age of Containment (The Cold War)
The End of the 20th Century?

Strachey, John

On the Prevention of War
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1967 $3.75
Studies the issues of balance, disarmament, intentions and survival among the powers. For mature readers.

Trueman, et al.

Modern Perspectives
Ryerson Press
299 Queen Street W.
Toronto 133, Ontario
$5.25

This is a survey book dealing with the history of the Western World from 1600 to the present time. The book has probably been written for a high school course somewhere in Canada and therefore the narrative style would be easy to grasp by the majority of students in Social Studies 30. At the back of the book is a collection of readings dealing with some of the topics covered in the book. There is also a student's guide ($1.10) and a teacher's manual ($0.50) available for this book, although neither is really vital or necessary for the imaginative teacher. This book is also listed on the Social Studies 20 course for the unit on Tradition and Change.

Wong, Jason (Ed.)

China in the Twentieth Century
McClelland & Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario
1971

A series of readings about China from 1911 to the present. Most of the articles are written by Chinese, including Sun Yat-Sen and Chiang Kai-Shek.

Harris, Jonathan

Amherst Project Units in American History
Hiroshima: A Study in Science, Politics & the Ethics of War
1970
Addison Wesley (Canada) Ltd.
36 Prince Andrew Place
Box 580
Don Mills, Ontario

An examination of the whole problem of the bomb. This is a very good account of the many aspects of the decision-making process. It is an attempt to place oneself within the complicated context of the war years and to grasp the responsibilities borne by the leader. Available either as single copy with teacher's manual, or five copies with teacher's manual.

Heilbroner, Robert

The Worldly Philosophers - (Third Edition)
Musson Book Company
30 Lesmill Road
Don Mills, Ontario
$2.75

This is a book about a handful of men with a different claim to fame. It is an account of the worldly philosophies of such men as Adam Smith, Ricardo, Veblen and Keynes.

Bliss, Howard (Ed.)

The Political Development of the European Community
Blaisdell Publishing Co.
Canadian Agent is:
Ginn & Co.
35 Mobile Drive
Toronto 375, Ontario

This is a collection of extracts from the document that was basic to the formation of the European Community.

Granatstein, J.L.

The Era of the Third Reich (The West and the World: Studies in History Series - Sydney Eisen, General Editor)
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario

A study in three parts of the effect of the depression in Germany and France and the reasons why the two countries reacted differently. The third book is a series of readings on World War Two.

1970 $0.90 for each of the three studies
The Fuhrer: Adolf Hitler, Master of Germany
Response to Disaster: Germany, France, and the Great Depression
Under Fire: Soldiers and Civilians in World War Two

Henderson, James L. (Ed.)

Since 1945: Aspects of Contemporary World History
Methuen & Co., London
(Methuen Publications
145 Adelaide Street West
Toronto 110, Ontario)

A series of discussions on major world problems since World Ward Two. Valuable in developing understandings in such areas as nationalism in Africa, the Soviet Union, the Middle East, and Latin America.

Easton, Stewart C.

World Since 1918
Barnes & Noble, Inc.
Canadian Agent is:
Ryerson Press
299 Queen Street W.
Toronto 133, Ontario
$2.50

A satisfactory, narrative account of the major developments in the world since the First World War. Reading level is at a level of understanding for most Grade XII students.

Rostow, W.W.

The Stages of Economic Growth
Macmillan Company of Canada Ltd.
70 Bond Street
Toronto 205, Ontario
1968 179 pp. $1.95

This book presents one interpretation, expressed in terms of stages of growth, of economic development. The author describes various economic systems.

Mayo, Henry B.

An Introduction to Democratic Theory
Oxford University Press
70 Wynford Drive
Don Mills, Ontario

Presents a good analysis of the basic features of democracy as a political system.

Teacher References

These materials are meant to provide particular insights and information for the classroom teacher. Included are background and depth materials with regard to content and method materials concerning inquiry.

Heilbroner, R.

The Making of Economic Society
Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough 706, Ontario
1970 $4.35

A presentation of some of the basic content in economics as it applies to the rise and development of the market system - emergence of the market society, industrial revaluation, technology, depression, stages of economic development and the convergence of systems.

Duchacek, E.D. & K.W. Thompson

Conflict and Co-operation Among Nations
Holt, Rinehart & Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
1960 665 pp. $9.95 (American Price)
This book includes both a narrative and a documentary account of conflict and co-operation. The documents represent multiple points of view and are useful for a beginning probe. Note, however, that the reading level makes this primarily a source book for the teacher.

Goldwin

Readings in World Politics
Oxford University Press
70 Wynford Drive
Don Mills, Ontario
1970 $4.35
A collection of various points of view meant to allow for student comparison. Good range of readings, although some are long.
Vocabulary is varied; from easy to not-too-easy.
Readings include articles by Lincoln, Mussolini, Khrushchev, John Stuart Mill, Nehru, Churchill, and many others.

Teacher References (Unit II: Conflict And Co-operation)

Ferguson & Bruun

A Survey of European Civilization
Thomas Nelson & Sons (Canada) Ltd.
81 Curlew Drive
Don Mills 400, Ontario
$6.90
An excellent reference book for the unity on 20th Century conflict and co-operation. The book begins its examination in 1815 and continues to 1967.

Wright & Mejia

An Age of Controversy
Burns & MacEachern Ltd.
62 Railside Road
Don Mills 400, Ontario
$6.55
A collection of reading dealing with historical questions of the 20th Century. The topics are very relevant for the Social Studies 30 course, although some of them are written in a style which might be difficult for many high school students. Good teacher reference.

Hudson, G.F.

The Hard and Bitter Peace
Burns & MacEachern Ltd.
62 Railside Road
Don Mills 400, Ontario
$3.25

A survey of the major political happenings since 1945. The book has possibly been written for a university course in political affairs and, therefore, its use may be limited in many classrooms. It would be a good teacher reference.

Edwards, David V.

International Political Analysis
Holt, Rinehart & Winston of Canada Ltd.
833 Oxford Street
Toronto 530, Ontario
1969 $9.75

This book, by a systems theorist, develops theoretical models which are useful for integrating international happenings into meaningful patterns for understanding of the present with a possible prediction for the future.

Newmann, F.M. &
D.W. Oliver

Clarifying Public Controversy
McClelland & Stewart Ltd.
25 Hollinger Road
Toronto 374, Ontario
1970 $8.10

Useful information about teaching strategy for the new social studies. It analyzes discussion technique and problem areas such as morality - responsibility, equality, welfare - security, consent, and property.

Non-Print Materials

For a listing of films, filmstrips, audio-tapes, and video-tapes, the teacher is requested to study the catalogs of the Audio-Visual Services Branch, Department of Education. Teachers in Calgary and Edmonton are asked to study the catalogs of their own instructional media centers respectively.